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ABSTRACT

This teacher resource manual uses K-2 student 'wants' as a starting place for teaching economic education. The manual contains step-by-step lesson plans and reductions of the student pages for quick reference. Each lesson is divided into four parts: focus, prepare, teach, and connect. Part 1 shows how goods and services satisfy all people's economic wants. Part 2 introduces students to the world of work, showing them different resources that are used in producing goods and services. In part 3, students become aware of a world of scarcity and the need to make choices. Part 4 builds on young children's fascination with the adult world of work and teaches them about specialization and interdependence. Part 5 shows how consumers and producers are brought together through exchange, and students learn about the role of money in exchange. The final two lessons in part 5 review the concepts from all earlier lessons. Performance outcomes, a planning chart, and a 25-term glossary also are included in the manual. The companion student activities manual contains 26 supporting activities. The pages include family letters, scripts, activity cards, patterns, and a variety of other classroom exercises in blackline master form. (LB)

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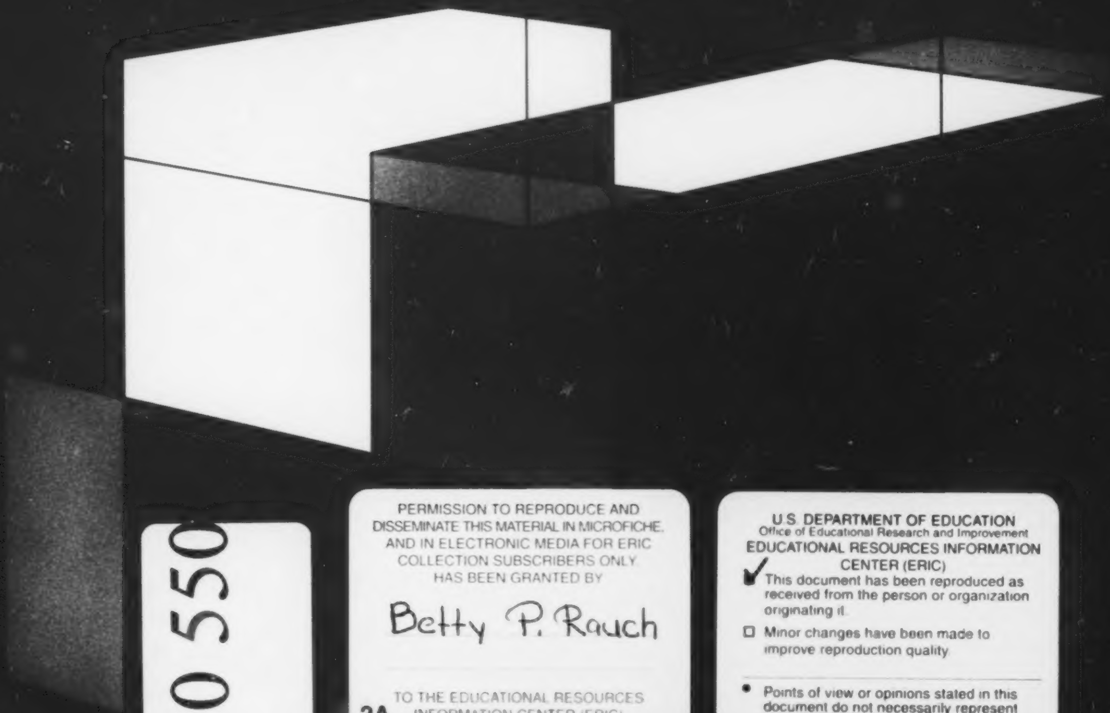
TEACHER RESOURCE MANUAL

Master Curriculum Guide in Economics

TEACHING STRATEGIES K-2

Barbara J. Phipps
with Martha C. Hopkins and Rita L. Littrell



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Master Curriculum Guide in Economics

TEACHING STRATEGIES K-2

Barbara J. Phipps
with Martha C. Hopkins and Rita L. Littrell

National Council
on Economic Education

THE EconomicsAmerica AND EconomicsInternational PROGRAMS

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FOREWORD

An understanding of how our economic system functions and an ability to use basic economic reasoning are absolutely necessary if students are to prepare for responsible citizenship and for productive employment in the modern economy.

EconomicsAmerica, the nation's economics program for kindergarten through twelfth grade, can help students achieve the proficiency required to function as citizens and in the workplace. *Teaching Strategies, K-2*, is part of the core of a new generation of instructional materials that launch **Economics**America, the culmination of a search by the National Council on Economic Education for greater coherence and sharper focus for its work with the nation's schools. **Economics**America reflects the National Council's commitment to educational reform. We know that instruction is most effective when teachers have solid understanding of subject matter and sound, creative teaching materials. Therefore, the National Council promotes staff development through workshops and courses and through high-quality instructional materials for teachers and students. The most effective use of this volume is within the context of the education and assistance provided by our councils and university centers. Our nationwide network of centers and councils sets the standards, offers staff development, assists schools with curriculum development, makes instructional materials available, and evaluates results.

Working closely with the authors to develop this publication was a team of National Council staff members: Project Director, Patricia Elder; Joan Sullivan Baranski; and Robert Highsmith. The authors and the National Council staff have made an important contribution to economic education.

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INTRODUCTION

Teaching Strategies, K-2 is part of a new generation of instructional materials launching **Economics**America, the National Council's program for economic education in America's schools. For more than forty years, the National Council network has helped schools improve the economic literacy of the nation's youth through effective instructional materials and staff development.

The instructional core of **Economics**America is articulated in the *Master Curriculum Guide* publications, which are designed to help school systems incorporate economics into their curricula. An outgrowth of the Developmental Economic Education Program, this core includes (1) *A Framework for Teaching the Basic Concepts*, (2) *Economics: What and When, Scope and Sequence Guidelines, K-12*, and (3) a series of *Teaching Strategies* guides. The *Framework* outlines the fundamental knowledge that an economically literate person should have; *Economics: What and When* recommends grade placement for the concepts; and the *Teaching Strategies* guides demonstrate effective ways to teach the concepts at all grade levels and within different subject areas.

Developmental Approach

The guides build progressively on earlier knowledge, addressing economic concepts with increasing sophistication at each level.

Students in the K-2 age group have rich firsthand knowledge of the world as a result of their family, neighborhood, and school experiences. In addition, children of this age learn indirectly about a much wider world through television, movies, print media, and travel. The lessons in this guide build on the unique world in which young children live. It is a world with grown-ups who work, earn money, buy things, and make choices. It is a world in which they too must make choices, such as how to spend their birthday money or whether to trade a new toy for another one. By entering the world as children know it and tapping their natural eagerness to learn, teachers can use these lessons to help children understand the world around them better.

In their earliest economic education experiences, children's wants predominate. Using their own wants as a starting place, Part 1 of this guide shows how goods and services satisfy all people's economic wants. Part 2 introduces students to the world of work, showing them the role of workers in providing goods and services that people want and demonstrating how different resources are used in producing goods and services. In Part 3, students become aware of a world of scarcity and the need to make choices. Unlimited wants and limited resources require all people to make choices, which always results in an opportunity cost. Part 4 builds on young children's fascination with the adult world of work and teaches them about specialization and interdependence. Part 5 then shows how consumers and producers are brought together through exchange, and students learn about the role of money in exchange. The final two lessons, in Part 5, review the concepts from all earlier lessons.

Performance Outcomes

An economically literate population is essential to the well-being of our nation. This new generation of *Teaching Strategies* builds on the curriculum reform efforts of the last three decades and reflects current concerns. One such concern has resulted in greater attention to the performance outcomes of economics learning, that is, what students are able to **do** with their conceptual knowledge and analytical skills. This definition of economic literacy embraces more than just mastery of cognitive tests. In step with the vanguard thinking that is leading national evaluation trends, the National Council is in the process of defining outcomes that constitute economic literacy. The council has identified six basic student outcomes:

- **Responsible citizens** — By acting on relevant information, students will become responsible participants in the political process.
- **Productive workers** — By investing in their own human capital, students will become more productive throughout their working lives.
- **Knowledgeable consumers** — By assessing the costs and benefits of their consumer decisions, students will be better able to provide for their own and their families' well-being.
- **Prudent savers and investors** — By analyzing the costs and benefits of their saving and investment decisions, students will contribute to their own and the nation's long-term economic well-being.
- **Effective participants in the global economy** — By gaining perspective on their role in the world economy, students will develop the ability to compete in the global marketplace.
- **Lifelong decision makers** — By exercising reasoning skills and applying economic knowledge, students will learn to make more effective choices in an ever-changing society.

These outcomes serve as an important reminder of the ultimate reasons for learning economics. The successful implementation of the lessons in this volume will help move students toward the performance outcomes on the chart on page x.

Format

The Teacher Resource Manual contains step-by-step lesson plans and reductions of the student pages for quick reference. Student Activity pages include family letters, scripts, activity cards, patterns, and a variety of other classroom materials in blackline master form. (Purchasers of this manual have the National Council's permission to reproduce these pages for classroom use.)

The lessons use a newly designed, streamlined format which links the material closely to the *Framework* and *Economics: What and When*, incorporates the most important elements of traditional lesson plans, and provides several new features.

The four parts of each lesson are:

- FOCUS

  Focuses the teacher on the economics content of the lesson by summarizing the content, listing the concepts, and providing brief statements about the content in student language.
- PREPARE

  Provides a list of materials required and explains any preparations the teacher must make before the lesson is taught.

- TEACH

  Provides step-by-step instructions for teaching the lesson. Includes activities that reinforce critical thinking, creative thinking, and cooperative learning.

- CONNECT

  Offers suggestions for reinforcing the economic concepts within other subject areas, through children's literature, through family activities, and through community involvement.

Marginal notes provide instructional tips and alert teachers to concepts that may be challenging to students. The space may also be used to add personal notes as the lesson is taught.

The elementary school materials produced by the National Council have long had a strong interdisciplinary emphasis. The new generation of elementary strategies guides carries this tradition even further with the *Connect* section, which offers a variety of suggestions for reinforcing the economic content in other subjects. This section also features *Family Corner*, ready-to-use copy for a family newsletter; *Community Corner*, ideas for bringing the community into the classroom; and *Children's Literature*, an annotated list of related trade books.

The overview of each part includes *Lessons at a Glance* (brief descriptions of the lessons), *Background* (summary of the economics content underlying the lessons based on the *Framework* and *Economics: What and When*), and *Preview* (statements in student language highlighting the economics content).

Each part of this guide contains three active, engaging lessons that introduce new economic concepts, followed by a learning center activity (or, in Part 5, a puppet play) and bulletin board activity which reinforce the concepts. The Planning Chart appearing on the following pages displays the concepts, lesson summaries, and materials required for all 25 lessons.

Performance Outcomes

An economically literate population is critical to the well-being of our nation. The results of successfully implementing the lessons contained in the K-2 Master Curriculum Guide will help move students toward these performance outcomes:

Lesson	Informed Citizens	Productive Workers	Knowledgeable Consumers	Prudent Savers and Investors	Effective Participants in the Global Economy	Lifelong Decision Makers
1			X			
2			X			
3	X		X		X	
4			X			
5			X			
6		X				
7	X	X				
8		X				
9		X				
10		X				
11	X	X	X		X	X
12	X	X	X			X
13		X	X			X
14		X	X			X
15		X	X		X	X
16	X	X	X			
17	X	X	X			
18	X	X	X			
19	X	X	X		X	
20	X	X	X			
21			X			
22			X			X
23	X	X	X		X	
24	X	X	X		X	X
25	X	X	X	X		

Planning Chart

Below is a summary of each lesson designed to help in planning.

LESSON	CONCEPTS	CONTENT	MATERIALS NEEDED
PART 1 Economic Wants and Consumers			
1. Wants from A to Z!	economic wants	Students produce an alphabet big book as they learn that wants are things people would like to have.	newsprint, tagboard, pencils, crayons, heavy duty stapler, vinyl tape
2. Consumer Reflections	goods, services, consumers	Students view a very special consumer and produce life-size silhouettes as they learn that consumers use goods and services.	shoebox, small mirror, tape, felt marker, scissors, paste, butcher paper, construction paper
3. Foods Around the World	economic wants, consumers, goods, services	Students prepare and taste foods from around the world as they learn about the different goods and services used by consumers around the world.	Activities 1 & 2, recipe ingredients, cooking utensils, eating utensils
4. Learning Center: Winning wants	economic wants, goods, services	Students construct a winner's ribbon as they complete sentences describing many ways to satisfy wants.	adding machine paper roll, crayons, large bow, thumbtacks, tagboard, black felt marker
5. Bulletin Board: People Movers	consumers, services	Students draw and collect pictures and build clay models of consumer transportation as they create a bulletin board display of transportation services people consume.	construction paper, paste, crayons, felt marker, scissors, magazines, drawing paper, modeling clay, butcher paper, thumbtacks, file cards
PART 2 Resources and Producers			
6. Mystery Workers (A two-part lesson)	goods, services, consumers, resources, human resources, workers/producers, natural resources, capital resources	Students play a questioning game as they learn that producers use their human resources by working in jobs to make goods and services.	Activity 3, file cards, felt pens, safety pins, paper hole punch, duplicator paper
7. Gifts from Nature (A two-part lesson)	resources, natural resources, goods	Students read a book about a tree, take a walk around the neighborhood, and produce books as they' learn about natural resources.	Activities 4 & 5, paper towel core, The Giving Tree, metal locking rings, paper lunch sacks, trash bags, cardstock, drawing paper
8. Producer Charades	consumers, goods, services, producers, resources, natural resources, human resources, capital resources	Students create charades representing services performed in their classroom and later apply for and are "hired" to produce these services.	Activity 6, craft sticks, library card pockets, construction paper

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LESSON	CONCEPTS	CONTENT	MATERIALS NEEDED
9. Learning Center: Producer Pigs	consumers, goods, services, producers, resources, natural resources, human resources, capital resources	Students study a version of The Three Little Pigs and participate in a learning center which reinforces the concepts of natural, human, and capital resources.	Activity 7, crayons, cardstock, "worker" hats, paste, stapler, paint, scrounge materials
10. Bulletin Board: Art Gallery	resources, natural resources, human resources, capital resources, producers	Students combine resources to produce "art masterpieces" which they display in a bulletin board gallery.	Activities 8 & 9, scrounge materials, natural resources, scissors, crayons, paste, construction paper, cardboard box, used gift wrap, bulletin board paper, file cards
PART 3 Scarcity, Choice, and Opportunity Cost			
11. Alligator Annie and the Scarcity Adventure	resources, scarcity, choice	Students help Alligator Annie solve scarcity problems in her around-the-world adventures.	Activity 10, drawing paper, Alligator Annie costume (optional)
12. Opportunities for Appreciation	resources, scarcity choice, opportunity cost	Students learn about choice and opportunity cost as they use their scarce resources to produce gifts for school workers.	shoeboxes, schoolwork tools, scrounge items, construction paper
13. We Decide....	choice, opportunity cost	Students choose from a set of group activities as they learn to make decisions, identify opportunity cost, and evaluate their choices.	drawing paper, crayons, pencils, physical education game equipment
14. Learning Center: Choice Train	scarcity, choice, opportunity cost	Students practice making choices and identifying their opportunity costs as they fill their wants from the Choice Train.	Activity 11, posterboard, cardstock, library card pockets
15. Bulletin Board: Scarcity Balloon Trip	scarcity, choice	Students take a make-believe balloon trip to places far away as they create a bulletin board display depicting scarcity and opportunity cost.	Activities 12,13, 14, & 15, duffel bag, construction paper, bulletin board paper. broad tip felt markers
PART 4 Specialization and Interdependence			
16. An Interdependent Bunch	economic wants, workers/producers, goods, services, consumers, specialization, interdependence	Students create a bunch of balloon grapes to illustrate the concept that they make a "great bunch" of interdependent workers.	Activity 16, felt markers, purple balloons, green yarn, green bulletin board paper, scrounge materials
17. Spotlight on Specialists	specialization. producers. goods, services	Students specialize in producing goods and services as they prepare for specialized resource speakers.	Activity 17, typing paper, pencils, crayons, name badges, refreshments, room decorations

LESSON	CONCEPTS	CONTENT	MATERIALS NEEDED
18. The Baker Wants a Pair of Shoes	goods, services, producers, specialization, interdependence	Students sing an interdependence song and create their own new verses.	Activity 18
19. Learning Center: School Connections	producers/workers, specialization, interdependence, goods, services	Students learn that the school has specialized workers upon whom they depend while they are at school.	Activities 19,20, & 21, washable overhead projector pens, manila envelope, broad felt tip markers, facial tissues
20. Bulletin Board: Showcasing Specialists	producer/worker, specialization	Students create a bulletin board of their artwork depicting themselves and others as specialized workers.	Christmas tree lights, extension cord, glitter, bulletin board paper, corrugated cardboard roll, drawing paper, crayons
PART 5 Money, Markets, and Exchange			
21. His Barter is Worse Than His Bite!	goods, services, barter, exchange/trade	Students read the story of Dan Dog and his want for a toy bear as they learn that, when people trade, they expect to be better off as a result.	construction paper, felt tip markers, scissors
22. Birthday Barter	economic wants, exchange/trade, barter	Students exchange make-believe birthday presents as they learn that people can trade by barter or with money and that money makes trade easier.	file cards, scissors, paste, ad circulars, paper dimes, birthday cake (optional)
23. To Market, To Market	goods, services, producers, consumers, markets	Students construct and play a shopping game as they learn that markets are places where things are bought and sold.	Activity 22, used bedsheet, fabric markers, drawing paper, crayons, die or spinner, play money, envelopes
24. Puppet Show: Pinky's New Bow Tie	all from Lessons 1-23	Students produce a puppet show to review the economic concepts from Lessons 1-23.	Activities 23 & 24, lunch sacks, crayons, scissors, paste, tape recorder, blank tape, area for puppet stage
25. Bulletin Board: Teddy Bear Picnic	economic wants, consumers, resources, producers, choice, opportunity cost, specialization, markets, money, prices, exchange/trade, earn, spend, save	Students prepare for and participate in a picnic with their teddy bears as they learn about markets and prices.	Activities 25 & 26, food items, bulletin board paper, poster board, lunch sacks, plastic wrap, bulletin board paper, construction paper, camera and film (optional)

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OVERVIEW: PART 1

Economic Wants and Consumers

Lessons at a Glance

LESSON 1 **Wants from A to Z!**
Students produce an alphabet big book as they learn that economic wants are things people would like to have.

LESSON 2 **Consumer Reflections**
Students view a very special consumer and produce life-size silhouettes as they learn that consumers use goods and services to satisfy their wants.

LESSON 3 **Foods Around the World**
Students prepare and taste foods from around the world as they learn about the different goods and services used by consumers around the world.

LESSON 4 **Learning Center: Winning Wants**
Students construct a winner's ribbon as they complete sentences describing many ways to satisfy a want.

LESSON 5 **Bulletin Board: People Movers**
Students draw and collect pictures and build clay models of consumer transportation as they create a bulletin board display of transportation services people consume.

Background

Economic wants are desires that can be satisfied by consuming a good or a service. Goods are objects such as food, shoes, cars, and houses that can satisfy people's wants. Services are activities such as medical care, haircuts, vacations, and education that satisfy people's wants. Economic wants are unlimited, and people cannot have everything they want. There are many different goods and services people can consume to satisfy their economic wants. People whose wants are satisfied by using goods and services are called consumers.

Preview

- ***Wants are things you would like to have.***
- ***A good is something that you want that you can hold or touch.***
- ***A service is something that one person does for someone else.***
- ***When you use a good or service, you are a consumer.***

LESSON 1

Wants from A to Z!

1. FOCUS

Student Objectives

- Understand that economic wants are things people would like to have.
- Understand that people's economic wants are unlimited, and they cannot have everything they want.

Background

Economic wants are desires that can be satisfied by consuming a good or a service. Economic wants are unlimited, and people cannot have everything they want.

Concept

Economic wants

Economics teaches that because we have unlimited wants (Lesson 1) and limited resources to satisfy those wants (Lesson 11), we can't have everything we want. This will be developed further in Part 3.

2. PREPARE

27 large sheets of drawing paper or tabloid size newsprint

Two sheets of tagboard, same size as drawing paper or newsprint

Pencils and crayons or colored felt markers for each student

Heavy-duty stapler

Colored, 1 ½-inch wide vinyl tape

1. Write one letter of the alphabet, upper and lower case, at the top of each of 26 large sheets of paper.
2. Use the 27th sheet to make the title page for the big book. Print "Our Wants from A to Z" by _________.
3. Use the tagboard to form the cover for the book.
4. Title the book and let a few students illustrate the cover.

3. TEACH

Introduction

Ask students to name something they would like to have for their next birthday presents. After listing an item from each student, note that everyone has different *economic wants* and that people have many (unlimited) wants. Explain that we are not able to have everything that we want.

Activities

1. Tell students that they are going to make an alphabet big book about wants.
2. Give each student a page for the book. If there are more than 26 students, have some work in pairs. If there are fewer than 26, assign some more than one letter. Have students tell others the names and sounds of the letters on their pages.
3. Ask students to name something they want beginning with their assigned letters. Allow others to help by brainstorming.
4. Instruct students to draw and color pictures illustrating things they want beginning with their assigned letters. Help them write their wants and sentences about each want.
5. Assemble the pages in alphabetical order to make the big book. Staple the pages together and cover the staples with vinyl tape.
6. **Closure.** Gather students around to read the new big book. Discuss their many (unlimited) wants. Remind them that we have many wants, and we cannot have everything we want. Let students read the big book to each other and ask them to think of other wants beginning with each letter.

4. CONNECT

Language Arts. If your students keep a daily journal, have them write about their economic wants.

Art. Have students cut out magazine or catalog pictures of their wants to make individual books of wants.

Music. Teach students the following song about wants. Have them suggest wants to fill in the blanks and repeat the verse, substituting a new student and a new want each time.

Wanting Song
(Tune: London Bridge)

Wants are things we'd like to have,
Like to have,
Like to have.
Wants are things we'd like to have.
(Janie) wants a (__________).

Family Corner. For your family newsletter: We are beginning an economics unit in our classroom and are studying first about our unlimited wants. We have learned that our wants are unlimited, and that we cannot have everything we want. Ask your child about our alphabet book of wants and talk about the wants of family members.

Children's Literature:

- Berenstain, Stan & Jan. *The Berenstain Bears Get the Gimmes.* New York: Random House, 1988. The Berenstain cubs learn that our wants are unlimited, and we cannot have everything we want.
- Silverstein, Shel. *Where the Sidewalk Ends.* New York: HarperCollins Publishers, 1974. Several poems in this collection illustrate the dimensions of our wants: *Ourchestra* points out that sometimes we can satisfy our wants by putting things we already have to new and creative uses; *Pancakes?* illustrates that some wants are realistic and some wants are unrealistic; *Hector the Collector* teaches that different people have different wants; *Point of View* encourages us to look at perspectives other than our own as we consider our wants; *Poor Angus* provides a perspective on coping when we cannot satisfy a want; *Afraid of the Dark* describes the wants of Reginald Clark as he copes with his fear of the dark.

LESSON 2

Consumer Reflections

1. FOCUS

Student Objective

- Understand that when people use goods or services, they are consumers.

Background

Goods are objects such as food, shoes, cars, and houses that can satisfy people's wants. Services are activities such as medical care, haircuts, vacations, and education that can satisfy people's wants. People whose wants are satisfied by using goods and services are called consumers.

Concepts

Goods, services, consumers

2. PREPARE

Shoe box with lid
Small flat mirror
Transparent tape
Permanent felt marker
Magazines, catalogs, and/or colored circulars from newspapers
Scissors
Paste
Large roll of colored or white butcher paper
Colored construction paper

1. Tape the mirror on the inside of the shoebox bottom. Replace the lid.
2. Write "A consumer uses goods and services" on the outside of the shoe box lid using a permanent marker.
3. Cut butcher paper into 4 1/2-to-5 foot lengths.
4. Arrange students in a semicircle on the floor.

3. TEACH

Introduction

Ask students if they know what the word *consumer* means. Explain that a consumer is someone who uses *goods* and *services*. Goods and services satisfy people's wants. Goods are objects (things you can hold or touch), such as food, shoes, cars, and houses. Services are activities people do for others. Services are things such as medical care, haircuts, and education. Tell students that they are going to see a very special consumer who uses goods and services every day.

Activities

1. Pass the covered shoe box around to each student in the semicircle.
2. Ask each student to open the shoe box lid, look at the special consumer inside, close the box, and pass it along without saying what is inside.

"What did you consume (use) while you were getting ready for school today?"

3. When all have looked inside the box, ask who was the very special consumer they saw. Write "I am a consumer" on the chalkboard.
4. Talk about the goods and services that these special consumers use by asking students to think about their day.
5. Write "Goods" and "Services" on the chalkboard as column headings under "I am a consumer." Remind students that goods and services satisfy people's wants. Ask students to recall what they have consumed today and to tell which were goods and which were services. Write items on the chalkboard under the headings.
6. Divide the class into pairs. Have students take turns tracing each other's silhouettes (full-body) onto the butcher paper. Then ask them to write their names in large letters across their silhouettes and cut them out.

Services: haircut, doctor visit, trip to a museum, movie, trip to the zoo.

7. Have students draw and color or cut out pictures of goods and services they consume to decorate their silhouettes in any ways they choose. Be sure that they illustrate services as well as goods.
8. **Closure.** Give students opportunities during sharing time to tell about what goods and services they consume.

4. CONNECT

Family Corner. For your family newsletter: In our economics unit, we have been studying the different kinds of goods and services that we consume. Ask your child to tell you about the consumer silhouettes we made and the pictures we drew (pasted) of the goods and services we consume. Talk with your child about the different goods and services that your family members consume.

Children's Literature:

- Gray, Nigel and Philippe Dupasquier. *A Country Far Away*. New York: Orchard Books, 1988. Side-by-side pictures showing similarities and differences during a day in the lives of two boys, one in a Western country and one in a rural African village. The pictures and story line illustrate many things the boys consume.
- LeSieg, Theo. *In a People House*. New York: Random House, 1972. A bird and a mouse take an uninvited excursion through a "people house" and observe all the goods found there.

LESSON 3

Foods Around the World

1. FOCUS

Student Objectives

- Understand that economic wants are things people would like to have.
- Understand that when people use goods or services they are consumers.
- Understand that the goods and services people consume to satisfy their wants are different around the world.

Background

Economic wants are desires that can be satisfied by consuming a good or a service. There are many different goods and services we can consume to satisfy our economic wants. People whose wants are satisfied by using goods and services are called consumers.

Concepts

Economic wants, consumers, goods, services

2. PREPARE

Activity 1: *International Recipes*
Ingredients for the recipes you select from Activity 1
Cooking utensils for the recipes you select from Activity 1
Disposable plates, bowls (optional), napkins, and eating utensils
Activity 2: *My Favorite Food Around the World*

1. Select recipes from Activity 1.
2. Make one copy of each recipe you select. Laminate (optional).
3. Make one copy of Activity 2 for each student.
4. Assemble ingredients and utensils.
5. If you make the complete international lunch, arrange for two or three adult volunteers to supervise food preparation.
6. Set up food preparation stations with ingredients and utensils for each recipe.

3. TEACH

Introduction

What are some of their favorite foods?

Tell students that one *economic want* is for food to satisfy hunger. Point out that they all have different wants for food and that people from different parts of the world often *consume* different kinds of foods. If you have students from multicultural backgrounds, ask them to talk about the foods they eat daily or on special occasions. Explain that students are going to use recipes to prepare foods that people from other parts of the world eat. Point out that cooking is a *service* and that the foods they cook and eat are *goods*.

Activities

Prepare one or two recipes or an entire lunch with foods from other countries. You may substitute your own recipes.

Recipes indicate, with the symbol A, steps best prepared by an adult.

1. Demonstrate how to use the measuring cups and spoons, how to pour liquid and dry ingredients carefully into a bowl, and how to stir without spilling.
2. Explain how to read a recipe and follow directions. Tell students that an adult will help them read the recipe as they cook.
3. **Cooperative Learning.** Divide students into cooperative learning groups, one for each recipe and one group to set up a serving table.
4. Assist each group in preparing its recipe according to the directions on the recipe card.
5. When food is prepared, help students arrange it on the serving table.
6. Ask students to try each of the foods even if they think they will not like something.
7. After lunch, instruct groups in the clean-up procedures.
8. Discuss the different foods tasted.
9. **Closure.** Remind students that people all around the world have economic wants, but that they often choose different goods and services to satisfy those wants.

Which did they like? Not like? What American foods would they like to have a visitor from a foreign country taste?

10. Distribute a copy of Activity 2 to each student. Ask students to complete the sentence at the bottom, describing their favorite food, and to draw and color it in the blank space. Ask student volunteers to read their paragraphs and show their pictures. Display student work.
11. **Alternative Procedure.** Use this lesson over several days, preparing a different food each day with the class as a group.

4. CONNECT

Community Connection. Invite owners of local ethnic restaurants to visit your classroom to talk about or prepare foods.

Geography. Use a simple world map to help students locate countries or continents from which the foods come. (See Activity 13.)

Social Studies. Find pictures of goods and services consumed in other cultures and have students look at and talk about them. If you have international students or parents, ask them to talk about or bring pictures of different kinds of food, clothing, shelter, leisure goods and services, and other products from their native countries.

Reading. Read books depicting life in historical times and have students write or dictate stories comparing specific consumer goods and services, such as clothing, medical care, leisure goods, food, and housing, then and now.

Language Arts. Write a class story or book about each food. Use as many descriptive words as possible.

Family Corner. For your family newsletter: In our economics unit, we are studying the different goods and services consumed by people from around the world. We made and tasted foods from other countries. Ask your child about the foods we made. Talk about any experiences you have had with foods or other goods and services from other parts of the world. If you would like to share your experiences with our class, please let me know.

Children's Literature:

- Brooks, Felicity and Shirley Bond. *Living Long Ago: Food and Eating.* London: Usborne Publishing Ltd.,1989. This picture book is packed with details about what people in the past ate and how they grew, prepared, and cooked their food.
- *Cooking the African Way.* Minneapolis: Lerner Publications Company, 1988. *Holiday Cooking Around the World.* Minneapolis: Lerner Publications Company, 1988. These two books are part of the *Easy Menu Ethnic Cookbooks* series. They contain international recipes suitable for children to make. Recipes may require adult supervision for children in grades K-2.
- Gee, Robyn. *Living in Castle Times.* London: Usborne Publishing Ltd., 1982. This picture book is packed with details about life-styles in medieval times.
- Kuklin, Susan. *How My Family Lives in America.* New York: Bradbury Press, 1992. This book tells the cultural heritage stories of Sanu, an African American girl; Eric, a boy of Puerto Rican heritage, and April, a Chinese American girl. Their stories emphasize the everyday ways cultural identity is preserved and transmitted.
- McGovern, Ann. *...If You Lived in Colonial Times.* New York: Scholastic, Inc., 1992. A question and answer format is used to depict life-style in colonial America. Many of the questions concern goods, services, and consumption.
- Seuss, Dr. *Green Eggs and Ham.* New York: Random House, 1988. This classic story features a character who does not want to taste an unusual food, green eggs and ham, but when he does, finds out that he likes it after all.
- Spier, Peter. *People.* New York: Doubleday, 1980. This excellent book about people of the world examines many aspects of diversity including differing wants for goods and services. It is available as a big book.
- Ventura, Peiro. *There Once Was a Time.* New York: G. P. Putnam's Sons, 1986. This children's history book focuses on time periods in terms of what people wore, where they lived, how they traveled, and what they did for a living. The text may be difficult for grades K-2, but the pictures are excellent.

LESSON 4

Learning Center: Winning Wants

1. FOCUS

Student Objectives

- Understand that economic wants are things people would like to have.
- Understand that economic wants are unlimited.

Background

Economic wants are desires that can be satisfied by consuming a good or a service. Our economic wants are unlimited, and there are many different goods and services we can consume to satisfy our wants.

Concepts

Economic wants, goods, services

2. PREPARE

- One or two rolls of adding machine paper
- A large bow, similar to a winner's ribbon, and (if possible) made from colored ribbon or fabric
- Thumbtacks or pushpins
- Several sheets of tagboard
- One black felt marker
- Crayons or narrow tip felt markers in several colors

1. Prepare a learning center location with a work surface and chairs under a bulletin board or other surface for displaying ribbon and wants lists.
2. Title the learning center "Our Winning Wants."
3. Cut tagboard into strips five inches wide and as long as your sheets will allow. From the list here, or your own ideas, write one sentence stem on a strip of tagboard for each day you will use the learning center. Piece the tagboard, if necessary, so it is long enough for your sentence stems.
4. Tack the bow near the top of the bulletin board, leaving room above it for the sentence strips.
5. Place the adding machine rolls and crayons or felt markers in the workspace.

Sentence stems:

I would like ____________ for a pet.

I am hungry. I want ________________ to eat.

I would like to play ____________________.

I would like to go to ____________________.

I would like to wear ______________ to school.

I would like to learn to ____________________.

My family wants ____________________.

I want ______________ for dessert.

I want to see ____________________.

I would like to have ____________________ for my bedroom.

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3. TEACH

Introduction

Ask students to tell you about some of their *economic wants*. Remind them that there are many, many things that most of us would like to have. (Their wants are unlimited.) Write on the chalkboard, "For breakfast I would like to eat ________________________." How many things can they think of that would complete the sentence? List these items on the chalkboard.

The *Rules for Brainstorming* and *Elements of Creative Thinking* at the end of Lesson 7 will help you encourage students to expand the list.

Activities

1. Tack a sentence strip to the top of the learning center above the ribbon. Read it, or ask a student to read it, to the class.
2. Show students how to write words or draw pictures on the adding machine paper to complete the sentence.
3. Have students use free time or learning center time to write as many things as they can think of to fill in the blank. Tell them to leave the roll of paper untorn so that other students can add to the list.
4. At the end of the day, comment on the long list of *goods* and/or *services* that students have listed. Have students share some of their ideas. Cut off the list and tack it to the bulletin board as a streamer to the bow.
5. Repeat steps one through four on successive days until the bow has five to 10 streamers. Leave the display in the classroom for a few days to reinforce the concept that many different goods and services can satisfy unlimited economic wants.

Don't worry if several students use the same words, but encourage them to think of new ideas.

4. CONNECT

Geography. Look at *Macmillan First Atlas* (or another children's atlas) and discuss the different goods and services people around the world consume to satisfy their wants. Talk about how boys and girls from other countries might complete the sentence stems.

Family Corner. For your family newsletter: In our economics unit we are studying the goods and services we consume to satisfy our economic wants. In our learning center, we are completing sentences with as many ways as we can think of to satisfy our wants. We are learning that people consume different goods and services to satisfy their wants.

Children's Literature:

- Demarest, Chris L. *No Peas for Nellie.* New York: Aladdin Books, Macmillan Publishing Company, 1988. Nellie does not like peas and thinks of a variety of items she could eat instead.
- Wright, Nicola, Tony Potter, Dee Turner, and Christine Wilson. *Macmillan First Atlas.* New York: Macmillan Publishing Company, 1991. This book provides, among other information, a comparison of goods and services people around the world consume to satisfy their wants.
- Roy, Ron and Rosmarie Hausherr. *Whose Shoes are These?* New York: Clarion Books, 1988. The authors present a photographic essay and story about different kinds of shoes people wear.

LESSON 5

People Movers Bulletin Board

1. FOCUS

Student Objective

- Understand that transportation is a service that consumers use to get from place to place.

Background

Economic wants are desires that can be satisfied by consuming a good or a service. Services are activities such as medical care, haircuts, education, and transportation that can satisfy people's wants. There are many different goods and services we can consume to satisfy our economic wants. People whose wants are satisfied by using goods and services are called consumers.

Concepts

Consumers, services

2. PREPARE

Colored construction paper
Paste
Crayons or colored felt markers
Permanent felt marker
Scissors
Drawing paper
Modeling clay
Green, blue, and white butcher paper
Thumbtacks or pushpins
3" x 5" file cards
Magazines or travel brochures with pictures of consumer transportation vehicles

1. Collect pictures of different types of consumer transportation such as boats, planes, and trains.
2. Use bulletin board paper to create a landscape as in the illustration at the end of this lesson. Write the words "Land," "Sky," and "Water" as shown in the illustration.
3. Title the bulletin board "People Movers."
4. Place a display table in front of the bulletin board.

3. TEACH

Introduction

Explain that people use a variety of transportation *services* to travel from one place to another. People are *consumers* of transportation *services* when they travel in vehicles such as cars, boats, and airplanes. Distinguish between transportation which takes people where they want to go and transportation which is used in production and distribution of goods. Emphasize that this lesson is about the transportation services consumers use to get from place to place. Ask students to tell about the types of transportation they have used and their favorite kinds.

Don't worry if younger students cannot distinguish between transportation as a consumer service (people movers) and transportation used in production and distribution of goods, such as trucks.

Activities

1. Have students draw or cut out and paste onto construction paper pictures of types of transportation.
2. Have students show their transportation pictures and tell whether the picture is of land, sky, or water transportation.
3. After students classify their pictures, have them tack them to the bulletin board in the appropriate section.
4. Have students brainstorm other ways to get from place to place. Have them discuss places they would like to go and ask them to imagine new ways to get there. Give students modeling clay to design new forms of transportation.
5. Ask students to name their transportation models and help them make name cards for their models. Have them include their own names as well as the titles of their designs. Display models on the table in front of the bulletin board.

Read *Take a Ride with Mickey* by Seymour Reit to introduce students to modes of transportation around the world.

Read *Marvin K. Mooney Will You Please Go Now!* by Dr. Seuss, to help stimulate students' creative thinking about modes of transportation.

4. CONNECT

Economics. Combine this lesson with Part 2: *Resources and Producers* by including transportation used in production and distribution of goods. Examples include semitrailer trucks, fire engines, tractors, and cement mixers.

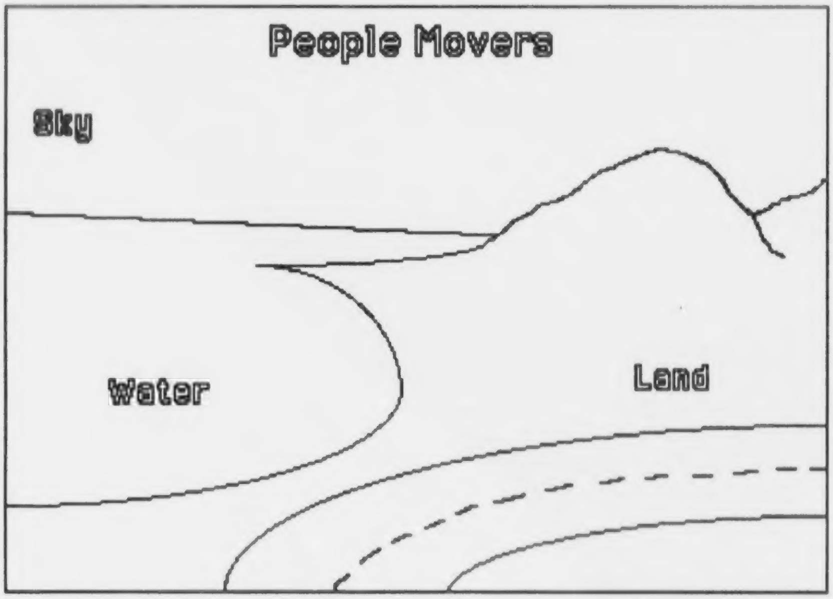
Community Connection. Take students on a field trip to a local airport, marina, or other transportation center to focus on the various modes of consumer transportation available in the local area.

Art, Fine Motor Skills Development. Demonstrate how to fold a paper airplane and/or boat and have students practice folding their own. Challenge them to create new forms of folded airplanes and have a flight contest.

Family Corner. For your family newsletter: We are studying transportation consumers use to travel from place to place. We made a bulletin board of land, water, and sky transportation and designed new forms of transportation from modeling clay. Come to see our transportation models! Discuss different forms of transportation you have used and how transportation has changed during your lifetime.

Children's Literature:

- Reit, Seymour. *Take a Ride with Mickey.* New York: Disney Press, 1991. Mickey Mouse and his friends take a trip around the world and try as many different forms of transportation as they can find. Examples include a double-decker bus, a sleigh, an elephant, and a shinkansen (a Japanese bullet train).
- Seuss, Dr. *Marvin K. Mooney Will You Please Go Now!* New York: Random House, 1972. Dr. Seuss fantasizes all the ways that Marvin can go as he declares, "I don't care how you go, just get!"
- Simon, Seymour. *The Paper Airplane Book.* New York: Viking Press, 1971. This book illustrates several ways to fold paper airplanes.



ACTIVITY 1A

Recipe: Peanut Holiday Punch (Caribbean)

Ingredients:

1 cup peanut butter
6 cups cold, whole milk
½ cup sugar
¼ teaspoon cinnamon
¼ teaspoon nutmeg

Utensils:

blender
measuring cups and spoons
rubber spatula
small paper cups (bathroom size)

Steps:

1. Measure sugar and put into blender.
2. Measure all other ingredients, one at a time, and add to blender.
3. Put lid tightly on blender.
4. Blend on high speed for one minute.
5. Serve in small cups.
   (This recipe makes 24 two-ounce servings.)

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ACTIVITY 1B

Recipe: Tacos (Mexico)

Ingredients:

1 four-inch tortilla
  per person
1 pound ground beef
onion powder, to taste
salt, to taste
chile powder, to taste
1 bottle salsa
1 head lettuce, washed
1 ripe tomato, washed
2 cups grated cheese
toothpicks (optional)

Utensils:

electric skillet
slotted spoon
sharp knife
5 soup bowls
cheese grater
bulb baster
empty jar or can
plate

Steps:

1. ▲ Brown ground beef in electric skillet and drain grease into jar or can with bulb baster. Place beef in a soup bowl.
2. Add onion powder, salt, and chile powder to taste. Let cook one or two minutes more. Place mixture in a soup bowl.
3. Grate cheese and place in another soup bowl.
4. Tear washed lettuce into small pieces and place in another soup bowl.
5. Chop tomato into small pieces and place in another soup bowl.
6. Place tortillas on a plate.
7. When you serve, make your own taco by spooning a mixture of the ingredients onto a tortilla and rolling or folding it. Optional: Stick a toothpick through the taco to hold it together.

Teacher Tip: This is an authentic Mexican taco recipe. Tacos are small tortillas stuffed with various mixtures, rolled or folded, and fastened with a toothpick. After they are stuffed, they may be fried or left unfried. You may vary the combination of ingredients for stuffing. Use any meat or meat mixture. Shredded, cooked chicken or pork are common in Mexico. You may also include refried beans.

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ACTIVITY 1C

Recipe: Chapatis (Africa)

Ingredients:

1 teaspoon salt
6 cups white flour
1 ½ cups vegetable oil
1 ½ cups water
¼ c. vegetable oil

Utensils:

large mixing bowl
wooden spoon
measuring cups and spoons
paper towels
electric skillet
spatula

Steps:

1. Measure salt and 5 cups flour. Stir together in a large bowl.
2. Add 1 ½ cups oil and stir well.
3. Add water little by little and stir well each time. Add a little bit of extra water if you need it to make a soft dough.
4. Knead dough in the bowl for five to ten minutes.
5. Form dough into one-inch balls.
6. Use a glass with a flat bottom to flatten each ball into a circle.
7. ▲ In electric skillet, heat one tablespoon of the vegetable oil over medium high heat for one minute.
8. ▲ Fry chapatis three to five minutes on each side until brown.
   Add more oil when necessary.
9. ▲ Drain chapatis on paper towels.
10. Place chapatis between paper towel layers or in a covered container until ready to serve.

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ACTIVITY 1D

Recipe: Fruit Kabobs (Tropics)

Ingredients:

a combination of 3 - 5
  of the following tropical
  fruits:
3 or 4 bananas
4 kiwi fruits
1 or 2 mangoes
1 or 2 papayas
1 or 2 ugli fruits
3 or 4 burros (small red
  bananas)
1 fresh pineapple or
  canned pineapple chunks
  in their own juice
1 or 2 toothpicks per person

Utensils:

sharp knives
paper towels
plate or platter
damp sponge

Steps:

1. Before cutting, examine the fruits, name them, and determine how many have tasted each fruit before.
2. ▲ Peel the fruits and dice into ½-inch chunks.
3. Stick two to three different pieces of fruit on each toothpick and place on a plate for serving.

Teacher Tip: Students may help dice the fruits with serrated plastic knives.

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ACTIVITY 1E

Recipe: Hamentaschen (Israel)

Ingredients:

4 eggs
1 cup vegetable oil
1 ¼ cups sugar
2 teaspoons vanilla
3 teaspoons baking powder
½ teaspoon salt
5 ½ cups white flour
3 jars fruit preserves
or jelly
1 tablespoon margarine

Utensils:

egg beater
large mixing bowl
wooden spoon
large tumbler with
a flat bottom (optional)
cookie sheet
spatula

Steps:

1. Crack eggs into mixing bowl and beat with egg beater.
2. Measure and add oil, sugar, vanilla, baking powder, and salt. Beat all together.
3. Add ½ cup of the flour and stir it in with a wooden spoon. Repeat this step until 5 cups of flour have been added.
4. Sprinkle a little flour on top of dough and knead dough in bowl for five to 10 minutes. Add a little more flour when dough gets sticky.
5. When dough is smooth, roll it into one-inch balls.
6. Flatten balls with bottom of a tumbler dipped in flour or with hand.
7. Place a teaspoon of jam in the middle of each circle.
8. Fold up three sides of circle to form a triangle and pinch edges together firmly so jam cannot run out. (Each cookie looks like a little three-cornered hat.)
9. Grease cookie sheet with margarine and place each hamentasch on the cookie sheet.
10. Bake in a 300 degree Fahrenheit oven for about 30 minutes. Makes about three dozen.

Teacher Tip: If you do not have the facilities to bake these cookies, substitute the Rice Pudding (Sweden) for this dessert.

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ACTIVITY 1F

Recipe: Rice Pudding (Sweden)

Ingredients:

3 cups cooked rice
1 tablespoon butter
2 cups milk
½ teaspoon salt
½ cup brown sugar
1 ½ teaspoons vanilla
2 tablespoons butter
4 eggs
½ cup raisins (optional)
1 can fruit pie filling

Utensils:

crockpot
measuring cups
measuring spoons
egg beater
can opener
table fork
teaspoon
serving spoon
large mixing bowl
small disposable bowls or plates

Steps:

1. **A** Precook rice and bring to school.
2. Use one tablespoon margarine to grease the crockpot.
3. Break eggs into the large mixing bowl and beat well with the egg beater.
4. Measure the milk, salt, brown sugar, two tablespoons butter, and vanilla. Beat with the eggs.
5. Add the rice and stir well with the fork.
6. Pour the rice mixture into the crockpot.
7. Turn the crockpot on to the high setting and cook pudding for three hours.
8. Place a heaping spoonful of pudding in each serving dish, put a teaspoon of fruit filling on top, and serve.

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NAME _______________

ACTIVITY 2

My Favorite Food Around the World

My favorite food was ____

from ____

This food is made from ____

____

I liked it because ____

____

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OVERVIEW: PART 2

Resources and Producers

Lessons at a Glance

LESSON 6 **Mystery Workers**
Students play a questioning game as they learn that producers use their human resources by working in jobs to make goods and services. (A two-part lesson)

LESSON 7 **Gifts from Nature**
Students read a book about a tree, take a walk around the neighborhood, and produce books as they learn about natural resources. (A two-part lesson)

LESSON 8 **Producer Charades**
Students create charades representing services performed in their classroom and later apply for and are "hired" to produce these services.

LESSON 9 **Learning Center: Producer Pigs**
Students hear a version of *The Three Little Pigs* and participate in a learning center which reinforces the concepts of natural, human, and capital resources.

LESSON 10 **Bulletin Board: Art Gallery**
Students combine natural, human, and capital resources to produce "art masterpieces" which they display in a bulletin board gallery.

Background

Productive resources consist of what is required to produce the goods and services that people want. They fall into three categories.

Human resources, also called labor, are efforts of people directed toward producing goods and services. The quality of human resources is related to their health, strength, motivation, and education.

Natural resources are "gifts of nature," present without human intervention. Examples of natural resources include land, timber, fish, oil, mineral deposits, and climatic conditions.

Capital resources are goods made by people and used to produce other goods and services. They include buildings, equipment, machinery, ports, roads, dams, and other manufactured things needed to produce other goods and to supply services.

Producers combine human, natural, and capital resources to produce goods and services. When capital resources are combined with human and natural resources to produce goods and services, more and better quality products are usually the result.

Preview

- ***When you make a good or service, you are a producer.***
- ***Human resources, natural resources, and capital resources are used to make goods and services.***
- ***Nature provides many things used to produce goods and services.***
- ***People work in jobs to produce goods and services.***
- ***Capital resources are goods used to make other goods or to provide services.***

LESSON 6

Mystery Workers

1. FOCUS

Student Objectives

- Understand that people work in jobs to produce goods and services consumers want.
- Understand that producers (or workers) are human resources.
- Understand that producers (or workers) also use natural and capital resources to produce goods and services.

Use either the term *worker* or *producer*, depending on the language used in your social studies text or outcomes.

Background

Productive resources consist of what is required to produce the goods and services that people want. There are three basic categories of productive resources. Human resources, also called labor, represent the quantity and quality of human effort directed toward producing goods and services. The quality of the human resources is related to the health, strength, motivation, and education of people. Natural resources, also collectively referred to as "land," are "gifts of nature." Capital resources are goods made by people and used to produce other goods and services.

Concepts

Goods, services, consumers, resources, human resources, producers (workers), natural resources, capital resources

2. PREPARE

Unlined 4" x 6" file cards, a few more than number of students

Activity 3: *Consumer Stars*

Large safety pins, one per student

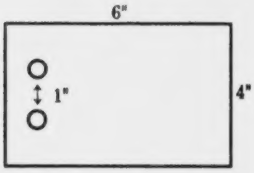
Paper hole punch

Colored duplicator paper

Crayons or colored felt markers

Schedule this lesson for two days.

1. Punch two holes, 1" apart, in the 4" side of each 4" x 6" card, as pictured.
2. Duplicate enough copies of Activity 3 so that each student will have one *Consumer Star* badge. Cut out the badges or ask students to cut them out.



3. TEACH

Introduction

Read *Little Monster at Work* by Mercer Mayer, or another book with illustrations of workers at their jobs, to help with brainstorming. Give students plenty of time to look at the pictures.

Day 1. Brainstorm with students the different kinds of jobs that people they know do. Explain that *producers* (or workers) are people who have jobs producing *goods* and *services consumers* want. Have students name workers and the goods and services they produce as you list their responses on the chalkboard. List a few more workers than the number of students in your class. Save the worker list. Distribute one punched 4" x 6" card to each student. Assign at least one worker to each student. Help students print worker names at the bottom of the cards and draw and color pictures of the workers above the names. Laminate the cards (optional).

Activities

1. **Day 2.** Have students make consumer stars by drawing a self-portrait in the middle of the badge and coloring the badge.
2. Tell students that they will now play a game in which they will be either consumer stars or mystery workers.
3. Write the following rules on the chalkboard as you explain them to students:
    a. Mystery workers may ask consumer stars questions to try to find out who they are.
    b. Consumer stars may say only "yes" or "no."
4. Demonstrate the game by telling students that you will be the first mystery worker. Ask one student to pick a worker card, made the previous day, and pin it to your back without letting you see it. Tell students that you are now the worker on the card. Model questioning for your students by asking them "yes" and "no" questions until you discover what worker you are.

Do I produce a "good."
Do I provide a "service?"
Do I work in a hospital?
Do I wear a white coat?
Am I a doctor?

5. When you have identified your worker, ask a student volunteer to be the mystery worker. Choose another worker card and show it to the rest of the students. Pin the card on the back of the volunteer and allow him or her to ask questions. Remind the rest of the students to answer only "yes" or "no." If the mystery worker has trouble with questions, suggest ways to begin questions, such as "Do I....?" or "Can I....?" Also refer the volunteer to the list of workers on the chalkboard to think of questions. Continue asking other volunteers to pose as mystery workers until you believe that students understand the game process.
6. Divide the class in half. Label one group consumer stars and the other group mystery workers. Pin a consumer star badge on the front of each student in the consumer group and a mystery worker card on the back of each student in the worker group.
7. Instruct mystery workers to begin asking questions of individual consumer stars, standing close to them. Tell consumers that if they do not know the answer to a mystery worker's question, they may come to you for help. Encourage students to circulate by allowing the mystery workers to ask no more than one question at a time of any single student.
8. As soon as a mystery worker identifies his or her worker role, remove the badge, pin consumer star on that student, and allow student to begin answering questions.
9. When all mystery workers are identified, have the consumer and worker groups change places and play a second round of the game.

10. **Evaluation.** Ask students to tell the class what workers they portrayed in the game and what goods or services their workers produced.

11. **Closure.** Introduce the concept of *resources* as everything that workers needed to produce a good or service. Explain that workers or producers are *human resources.* Point out that, to produce goods and services, we use our human resources together with other resources which are called *natural resources* (gifts of nature, like land, trees, and sunshine), and *capital resources* (goods, like tools, used to make other goods and services). To help students understand capital, ask them to clean out their desks. Have them put, on top of their desks, the capital resources which they use to produce school work. Discuss with students how and where these goods were produced and how they got to the school. Reinforce that they use these capital resources together with their human resources to produce school work.

Capital resources: pencils, scissors, crayons, etc.

4. CONNECT

Family Corner. For your family newsletter: We have been studying the many different jobs that people do as they produce goods and services. Today we played a game called *Mystery Workers.* Ask your child how this game was played and what worker he or she represented. Talk with your child about the different jobs that people in your family do, either at home or in the workplace.

Children's Literature:

- Cowles, Kathleen Krull. *What Will I Be? A Wish Book.* New York: Golden Press, 1979. Children daydream about future jobs.
- dePaola, Tomie. *Tony's Bread.* New York: G.P. Putnam's Sons, 1989. This Italian folktale tells the story of Tony, the baker, producing a loaf of bread.
- Florian, Douglas. *People Working.* New York: Thomas Y. Crowell, 1983. Dozens of occupations are illustrated in this picture book of people at work on land, sea, and air, day and night.
- Scarry, Richard. *Richard Scarry's Busiest People Ever.* New York: Random House, 1976.
- ______. *Richard Scarry's What Do People Do All Day?* New York: Random House, 1979. Both of these Richard Scarry books feature dozens of different workers and the jobs they do.
- Silverstein, Shel. *A Light in the Attic.* New York: HarperCollins Publishers, 1981. *The Painter* tells about the work of an unusual painter.

LESSON 7

Gifts from Nature

1. FOCUS

Student Objective

- Understand that natural resources are "gifts of nature" that can be used to produce goods we want.

Background

Natural resources, also collectively referred to as "land," are "gifts of nature." They are present without human intervention. Examples of natural resources include land, timber, fish, oil and mineral deposits, the fertility of the soil, and climatic conditions.

Concepts

Resources, natural resources, goods

2. PREPARE

Cardboard core from a paper towel roll

The Giving Tree by Shel Silverstein

One 3" metal, locking notebook ring

Ten 1 ½" or 2" metal, locking notebook rings

Activity 4: *The Tree: A Natural Resource*

Activity 5: *Natural Resources*

One paper lunch sack or canvas tote bag for each student

Two large plastic trash bags

Scissors, paste, and crayons or felt markers for each student

Two sheets green cardstock

Ten sheets of cardstock, any color

35-40 sheets of drawing paper

1. Get parental permission for the walk, if required by school policy.
2. Arrange for adult chaperones for the walk.
3. Obtain a copy of *The Giving Tree.*
4. Duplicate Activity 4 for each student.
5. Duplicate two copies of Activity 4 onto green cardstock and cut out. On one copy, write "Trees: A Natural Resource."

Schedule this lesson for two days.

6. Duplicate, on cardstock, enough of the natural resource patterns in Activity 5 so that each group of three to four students will have a different pattern. Cut out the patterns along the dotted lines.

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3. TEACH

Introduction

You can promote the most fluent creative thinking by not evaluating or criticizing students' pantomimes.

Day 1. Creative Thinking. Conduct the following creative thinking warm-up: Show the paper towel core to the students. Pantomime a nontypical use for the item, something suggested by its shape, such as shoveling or batting. Ask students to guess what the item represents. Have students take turns pantomiming other uses for the core while the rest of the class guesses the use.

Activities

1. Read *The Giving Tree.* Ask students what they think is the meaning of this story.

If your students are able to understand that this story is about caring and giving, develop these ideas with them before exploring the concrete idea of the tree as a natural resource, a gift of nature.

2. Explain that the tree is a *natural resource*, a gift of nature which can be used to produce goods and services. Ask students to recall the *goods* and services produced by the apple tree as you list them.
3. Ask students to brainstorm other possible uses of an apple tree. The *Rules for Brainstorming* and *Elements of Creative Thinking* at the end of this lesson will help you to encourage students to expand the list.
4. Distribute a copy of Activity 4 to each student. Ask students to cut out the tree along the dotted line. Tell students to select a use for their tree from the list or to think of another idea. As one idea is selected, cross it off the list, so each student will have a different good or service. Ask students to draw and color a picture of the tree product on their trees. Help them write the name of the product beneath their drawing. Collect and laminate (optional) students' illustrations, along with the cardstock covers, and bind with the large metal ring to create a book. Tell students that a book is one product of a tree because the pages are paper which is made from trees.
5. **Day 2.** Tell students that today the class will take a walk to observe trees and other natural resources. Ask students what other natural resources they might find that are used to produce goods and services.
6. Explain directions for the walk. Review your school's safety rules. Give each student a sack or tote. You and the chaperone carry plastic trash bags.

Some examples you may see are trees which provide wood to produce houses, desks, pencils, and paper; trees which produce apples, other fruits, or nuts; soil which is needed to produce wheat and other crops; sun which is needed to make things grow; and rocks or sand which are used to make cement.

7. Walk around the school yard or neighborhood. Stop to look at natural resources and ask students what products are produced from each resource.
8. Allow students to pick up natural resources such as nuts, small rocks, twigs, and leaves, but tell them not to harm the plants by breaking limbs. Ask them to pick up trash and put it into one of the garbage bags. Note that trash is not a part of nature and, unless properly discarded, may hurt our environment.

9. **Closure.** After the walk, ask students to discuss the resources they found. Make a list of natural resources on the chalkboard. List goods and services each resource can be used to produce.
10. **Cooperative Learning.** Divide students into groups of three or four students each. Give each group a natural resource pattern from Activity 5 and several sheets of drawing paper. Ask each group to brainstorm possible uses of its resource. Have students copy and cut out 10 copies of their resource. Instruct them to draw and color a picture on each which illustrates one of the uses. Help students write the name of the uses beneath their drawings.
11. Have students illustrate the cardstock pattern as a book cover. Help them title their books. Laminate each group's drawings and bind with a metal ring. Place the books, together with natural resources collected on the walk, in a hands-on display in your classroom.

Don't forget that natural resources include sunlight, air, rain, and streams, as well as things students have collected.

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4. CONNECT

Language Arts. Read the book *How a Book is Made* by Aliki, and discuss the resources used to produce a book and the steps of production.

Science, Language Arts, Art. "Adopt" a tree near your schoolyard; keep a log of its changes throughout the year; and draw and color seasonal pictures of the tree for a bulletin board display.

Science. Collect varieties of leaves or rocks on the natural resource walk. Study them and compare their characteristics.

Art. Provide students with a variety of seeds to paste on paper, creating mosaic pictures. Discuss with students the varieties of plants which these seeds would produce.

Family Corner. For your family newsletter: We have been studying many uses for natural resources. We read a book called *The Giving Tree* and explored the many uses for trees. We took a walk around the schoolyard to collect examples of other natural resources. Ask your child to tell you about some of the things we found. We drew pictures of the uses of natural resources and worked in groups to make them into books. Ask your child to tell you about the natural resource books we made.

Children's Literature:

- Aliki. *How a Book is Made.* New York: Thomas Y. Crowell, 1986. Animals explain the steps of producing a book, including writing, editing, and publishing.
- Berenstain, Stan & Jan. *The Berenstain Bears Don't Pollute (Anymore).* New York: Random House, 1991. The Berenstain Bears learn about respect for the environment and natural resources and start the Earthsavers Club to help conserve resources and reduce pollution.
- Cousteau Society, The. *An Adventure in the Amazon.* New York: Simon & Schuster, 1992. This book promotes environmental awareness and conservation through beautiful photos and descriptions of the natural resources and ecosystem of the Amazon rain forest. Text is difficult for primary students, but illustrations give background on the area and show trade-offs between preservation and development.
- Gibbons, Gail. *Paper, Paper Everywhere.* San Diego: Harcourt Brace Jovanovich, Publishers, 1983. Where paper comes from and how it is made and used are described with colorful illustrations.

- Mitgutsch, Ali. *Start to Finish Books.* Minneapolis: Carolrhoda Books, Inc., 1981. This series of books describes how natural resources are used to produce goods. Titles include *From Tree to Table*, *From Blossoms to Honey*, *From Sand to Glass*, and others.
- Quackenbush, Robert. *Oh, What an Awful Mess!* New York: Prentice-Hall, 1980. This humorous story of Charles Goodyear describes how he turned rubber into useful goods.
- Scarry, Richard. *Richard Scarry's What Do People Do All Day?* New York: Random House, 1979. This book contains a section entitled "Wood and How We Use It" which explains the many uses of trees as resources.
- Seuss, Dr. *Oh, The Thinks You Can Think.* New York: Random House, Inc., 1975. This rhyme about all the things you can think helps to stimulate divergent thinking.
- Silverstein, Shel. *The Giving Tree.* HarperCollins Publishers, 1964. This parable about giving presents many uses for a natural resource, a "gift of nature."
- Silverstein, Shel. *Where the Sidewalk Ends.* New York: HarperCollins Publishers, 1974. *Tree House* discusses the benefits of living in a tree.
- Stryker, Sandy and Mindy Bingham. *Mother Nature Nursery Rhymes.* Santa Barbara, CA: Advocacy Press, 1990. Nursery Rhymes about "gifts of nature" emphasize conservation. See in particular, *Water, Plastic and Glass*, *What Would Mother Nature Do?*, *The Pollution Solution*, *The Rap on Garbage*, *Plant a Tree and Grow a Home*, *It's a Magical World*, and *The Giving Grace.*

Rules for Brainstorming:

1. Accept everything. Do not evaluate or criticize ideas.
2. Welcome the outlandish.
3. Don't stop too soon.
4. Everyone should participate.
5. Connect with and build on other ideas.

Elements of Creative Thinking:

1. **FLUENCY** - Generate a long list of ideas for goods and services produced from a tree or from wood products. Rules for brainstorming are listed above.
2. **FLEXIBILITY** - Think about ways to change your line of thought such as uses of the whole, growing tree, uses of any part of the tree, uses for animals, uses for children.
3. **ORIGINALITY** - Create unique and unusual ideas, such as felling the tree across a river for a bridge, using the stump as a planter, or letting it rot and using the remains for fertilizer.
4. **ELABORATION** - Expand ideas by making changes or adding details, such as creating a short story to go with one of the tree use ideas. For example, the stump may be found by a wood chopper who turns it into a planter with lettuce and other vegetables for forest animals to nibble. Another elaboration might be to design several different kinds of tree swings or stump planters.

Even though ideas may not be new to you, any idea new to the student is original.

LESSON 8

PRODUCER CHARADES

1. FOCUS

Student Objective

- Understand that producers are people who use resources to make goods and services.

Background

Human resources, also called labor, represent the quantity and quality of human effort directed toward producing goods and services.

Concepts

Consumers, goods, services, producers, resources, natural resources, human resources, capital resources

2. PREPARE

Activity 6: *Job Application*

Craft sticks or 2" x 4" strips of tagboard, one per student

Library card pockets or small envelopes, one per student

15-20 sheets of white construction paper

1. Duplicate one copy of Activity 6 for each student.
2. Make a list of services which students can perform in your classroom. You will use this list as a back-up for the charades activity.
3. Write the words "Producers of Classroom Services" in large letters at the top of the chalkboard.
4. Print each student's name on a tongue depressor or strip of tagboard.
5. Cut the sheets of construction paper in half.

3. TEACH

Introduction

Review the meaning of *goods* (things that people can hold or touch and that satisfy their economic wants), and *services* (activities that can satisfy people's economic wants). Ask student volunteers to point out examples of goods in the classroom. Ask other volunteers to demonstrate classroom services, such as erasing the chalkboard or feeding the fish. Remind students that when they make a good or provide a service, they are *producers*. Explain that producers use *resources* to make goods or provide services. Resources are *natural* (gifts of nature), *human* (work people do), or *capital* (goods used to make other goods or to provide services).

Activities

Classroom service ideas—chalkboard eraser, paper passer, line leader, messenger, learning center assistant (straightens and supplies learning centers), classroom librarian, classroom custodian, gardener (waters plants), zookeeper (feeds and cleans up after pets), weather forecaster, pledge leader, song leader, ambassador (hosts visitors and new students), playground equipment manager, classroom managers (interview, hire, and supervise student workers).

1. Have students brainstorm a list of services they could produce to help in the classroom. Try to generate at least one service per student. Write this list on the chalkboard.
2. Give each student a half-sheet of construction paper. Have them each choose one of the classroom services from the list and draw, color, and label a picture of themselves performing the service. Paste or tape a library pocket on the front of each picture, and laminate, if possible, cutting open the top of the pocket. Tack the drawings to the wall or a bulletin board.
3. Divide students into pairs and explain that they will play a game called "Charades" in which they will learn about producing services in their classroom.
4. Tell students that the purpose of charades is to act out something, without talking, and to have other players guess what is being acted. Introduce the procedures:
    a. Each team will plan how they will act out two or three classroom services from the list on the board.
    b. The first team will act out one of its charades, without talking, for the rest of the class.
    c. The rest of the students will try to guess what service is being acted.
    d. The first student who correctly guesses the service is allowed a turn to present a charade with his or her partner.
    e. If a student who correctly guesses a charade has already acted, then he or she may choose another team to act next.
    f. Each team should act out a service which has not already been performed.
    g. All teams will have an opportunity to produce a charade.
5. After the charades game is finished, tell students that they will actually become the producers of these services in their classroom. Explain that they will apply for the jobs they want to do and that you will hire them. Ask them to think of the jobs they would most like to do.
6. Distribute copies of Activity 6 and help students apply for the jobs that most interest them. For nonreaders, skip the written applications and proceed directly to interviews.
7. Interview job applicants. Do this yourself or hire a student manager or committee to assist you.
8. When hiring is complete, place, in the library pocket attached to each service, the craft stick or tagboard with the name of the student currently providing the service. This will help you keep track of producers. When calling on a student to provide a service, say, "I want [name of student] to produce the service of erasing the chalkboard."
9. **Closure.** After students have performed their services a few times, discuss the other resources, besides work (human resource), which they use to produce the services. For example, the gardener uses water (natural re-

source), a watering can (capital), and water tap (capital): the eraser of the chalkboard uses an eraser or sponge (capital). Some producers, such as the learning center assistant, may use only their labor.

10. Rotate jobs on a weekly basis so that students have opportunities to provide a variety of services.

4. CONNECT

Community Connection. Invite speakers from the school, community, or your students' families to the class to talk about services they provide. (See Lesson 17, *Spotlight on Specialists.)*

Family Corner. For your family newsletter: We are studying the resources that we use to produce the goods and services that we consume. We have learned that producers use resources to make goods or provide services and that resources are natural (gifts of nature); human (work people do); or capital (goods used to make other goods or to provide services). The children have applied for jobs in which they are producing classroom services. Ask your child to tell you about his or her classroom job. Talk with your child about the services that members of your family provide for each other in your home.

Children's Literature:

- Day, Alexandra. *Frank and Ernest.* New York: Scholastic, Inc., 1988. Frank and Ernest advertise their services as "store sitters" and are hired to tend a diner while the owner takes a vacation. They learn and practice the language of diners as they provide their services.
- dePaola, Tomie. *Charlie Needs a Cloak.* New York: Simon & Schuster Inc., 1974. Charlie is a shepherd who needs a cloak. The book describes all the resources Charlie uses as he makes himself a cloak. A glossary of terms is included at the end of the story.
- Rey, H. A. *Curious George Takes a Job.* Boston: Houghton Mifflin Company, 1947. Curious George escapes from the zoo and eventually lands a job as a window washer. Skills that qualify people for their jobs and characteristics of a responsible worker are discussed.
- Rey, Margaret and H. A. *Curious George Goes to an Ice Cream Shop.* Boston: Houghton Mifflin Company, 1988. Curious George and the man with the yellow hat take a trip to an ice cream store where George provides unwelcome services for the owner.

LESSON 9

Learning Center: Producer Pigs

1. FOCUS

Student Objectives

- Understand that productive resources are required to produce goods and services that people want.
- Understand that resources are natural resources (gifts of nature), human resources (people working), or capital resources (goods used to make other goods or to provide services).
- Understand that producers are people who use resources to make goods and services.

Background

Productive resources are what is required to produce the goods and services that people want. There are three basic categories of productive resources. Human resources represent the quantity and quality of human effort in producing goods and services. Natural resources are "gifts of nature." Capital resources are goods made by people and used to produce other goods and services. When people combine capital resources with labor to produce goods and services, more and better quality products are usually the result.

Concepts

Goods, services, producers, consumers, resources, natural resources, human resources, capital resources

2. PREPARE

Activity 7: *W.O.L.F. and The Producer Pigs*

15 to 20 sheets white construction paper or cardstock

Two to four "worker" hats, such as painter caps or hard hats

Paste, staples and stapler, paint, and other capital resources for building house models

Crayons or colored felt markers for students

Scrounge materials such as paper and cardboard scraps, wooden craft sticks, sugar cubes, toothpicks, straws, milk carton, other disposable food containers, shoe boxes, wood scraps, or anything which could be used to construct a house model

1. Locate a corner of the room for the learning center. Label the learning center "Construction Zone." Assemble the scrounge materials in a tub or cardboard box. Set up a table with the capital resources and worker hats in the construction zone.

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3. TEACH

Introduction

To help students expand the resource list, remind them that resources are natural, human, or capital. Don't worry about classifying the resources. Examples of resources are mud, straw, trowels, metal tubs, hammer, nails, logs, boards, ladder, screws, nuts, bolts, cement mixing machine, saws, carpenter, electrician, stone cutter, painter, etc.

Remind students that the things we use to produce goods (like houses) and services are called resources. Read Activity 7: *W.O.L.F. and The Producer Pigs*, adopting the role of W.O.L.F. After the story, talk with the students about the resources the pigs used to produce their houses as you review the adventures of W.O.L.F. Ask students to help you make a list of these resources on the chalkboard. Ask who was the *producer* of each house.

Optional. Divide students into cooperative learning groups. Give each group several sheets of construction paper or cardstock for their pictures of each pig and his or her house or W.O.L.F. Have them draw the houses in two separate parts—roof and walls. When drawings are finished, have students cut them out and use as props to retell the story.

Activities

Encourage creativity by showing pictures of different kinds of houses people live in around the community and the world. Note that houses do not all have to be built on the ground. For example, some are underground, on water, or above ground.

What would happen if we had to build a house without a hammer?

1. **Creative Thinking.** Divide students into cooperative learning groups. Ask each group to design and illustrate a house for a fourth little pig. Have them explain their house to the class, complete the story of a fourth little pig, and decide on the fate of W.O.L.F.
2. Show students the construction site learning center where they can produce their own houses using their *human resource* (labor) and the *natural* and *capital resources* in the learning center. Hold up several examples of capital resources such as scissors, pens and pencils, stapler, and hammer. Tell students that capital resources are tools which make production easier and faster and make the good better. Discuss what production would be like without tools. Explain that each house producer must be wearing a worker hat at all times in the construction site, and only as many workers may be at the site as there are hats.
3. Explain to the students that there are resources at the construction site, and that they may use these resources to build their houses.
4. When several students have completed houses, make time for them to show their houses to the class and explain what resources were used to produce them.
5. **Optional.** Create a neighborhood or town scene with streets and landscaping on a large piece of plywood or a used white, flat bedsheet. Have students place their house models on the scene to create a community.

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4. CONNECT

Science. Study houses built by animals and the resources they use to build them. Discuss the animals' habitats and how these influence the house design and resources used.

Language Arts. Assist students in rewriting the three pig story using the elements of *The Three Little Pigs*, but changing the characters and goods they produce. Make into a big book.

Community Connection. Invite a builder to talk about his or her work and show some of the specialized tools (capital resources) needed for production of houses.

Music. Teach students to sing the following song:

We've Been Working on Production
(Tune: *I've Been Working on the Railroad*)

We've been working on production,
All the livelong day.
We've been working on production,
Just to make some goods this way.
We use natural resources,
Such as land, and oil, and trees.
We use capital resources,
Such as tools and factories.
Now we will work!
Now we will work!
When we use our human resource.
Now we will work!
Now we will work!
We use our human resource.

Family Corner. For your family newsletter: We have been studying different kinds of houses people live in and how these houses are produced. Ask your child to tell you about the three little pig house story and about our house designs. Talk with your child about the resources (materials) from which your house is constructed.

Children's Literature:

- Burton, Virginia Lee. *Mike Mulligan and His Steam Shovel.* Boston: Houghton Mifflin Company, 1967. The story of Mike Mulligan and the uses for his antiquated but reliable steam shovel.
- Gibbons, Gail. *Up Goes the Skyscraper.* New York: Macmillan Publishing Company, 1986. This book illustrates the production process and resources used in building a skyscraper.
- Radford, Derek. *Building Machines and What They Do.* Cambridge, MA: Candlewick Press, 1991. Capital resources used in construction are illustrated, named, and their uses are described.
- Scarry, Richard. *Richard Scarry's What Do People Do All Day?* New York: Random House, 1979. The section entitled *Building a New House* explains the steps of production of a house and the resources used in construction.
- Seltzer, Isadore. *The House I Live In: At Home in America.* New York: Macmillan Publishing Company, 1992. The many kinds of houses Americans live in and the resources used to produce them are featured. The text is advanced for K-2 grade students, but the pictures are excellent.
- Silverstein, Shel. *A Light in the Attic.* New York: HarperCollins Publishers, 1981. *Homework Machine* describes a contraption invented to solve homework problems.
- Silverstein, Shel. *Where the Sidewalk Ends.* New York: HarperCollins Publishers, 1974. *Homemade Boat* presents certain problems which may arise during production.

LESSON 10

Bulletin Board: Art Gallery

1. FOCUS

Student Objectives

- Understand that when you use resources to make a good you are a producer.
- Understand that resources may be classified as natural, human, and capital.

Background

There are three basic categories of productive resources. Human resources, also called labor, represent the quantity and quality of human effort directed toward producing goods and services. Natural resources, also collectively referred to as "land," are "gifts of nature." They are present without human intervention. Capital resources are goods made by people and used to produce other goods and services. Producers combine labor, natural, and capital resources to produce goods and services.

Concepts

Resources, natural resources, human resources, capital resources, producer

2. PREPARE

Scrounge items such as containers, cards, newspapers, wood, recyclable items, yarn, fabric, and gift wrap

Natural resources such as acorns, leaves, twigs, and pine cones

Scissors

Crayons or colored markers

Paste

Assortment of colored and white construction paper

Cardboard box or plastic tub to hold the scrounge items

Activity 8: *Family Letter 1*

Activity 9: *Resources Worksheet*

Used gift wrap in various patterns

Brightly colored paper, gift wrap, or fabric to cover bulletin board

3" x 5" unlined file cards, one per student

1. Two or more weeks before you begin this lesson, duplicate one copy of Activity 8 for each student, sign letter, and send home with students.
2. Label cardboard box "Scrounge Box" and, as items come in, have students place them in the box.
3. Cover bulletin board with colored paper and place a display table beneath it .

4. Set up a resource center with the scrounge items, construction paper, drawing paper, scissors, and so on (capital resources).
5. Make one copy of Activity 9 for each student.

3. TEACH

Introduction

The day before starting the production activity, tell students that tomorrow they will all be artists; that they will use *resources* to produce "art masterpieces;" and that they are going to display their art in a classroom gallery. Ask them to brainstorm names for the gallery and vote on the name. Cut letters for the name from gift wrap or construction paper. Remind students to bring in their final scrounge items.

Activities

1. Remind students that *natural*, *human*, and *capital resources* must be combined to produce a good, such as their art masterpieces. Explain that they will be *producers* and are providing the human resources; the scissors, glue, paper, and other such items are the capital resources; and the stones, shells, acorns, seeds, etc., are the natural resources.
2. Instruct students to use the resource center materials to produce masterpieces. Distribute a copy of Activity 9 to each student. Show them how to record the resources they use on the *Resources Sheet* by drawing pictures or writing the names of the resources under the appropriate categories. Allow work time over several days for students to create their masterpieces.
3. Give one 3" by 5" card to each student. Have students give their masterpieces titles and write them on the cards above their names.
4. Display the students' products with name cards on the art gallery bulletin board or on the table below it.
5. **Optional.** If students can write, have them copy a short invitation to parents to attend a showing of the masterpieces (See Family Corner below). Send the invitations home. Before the showing, prepare for the guests as outlined in Lesson 17: *Spotlight on Specialists.*

4. CONNECT

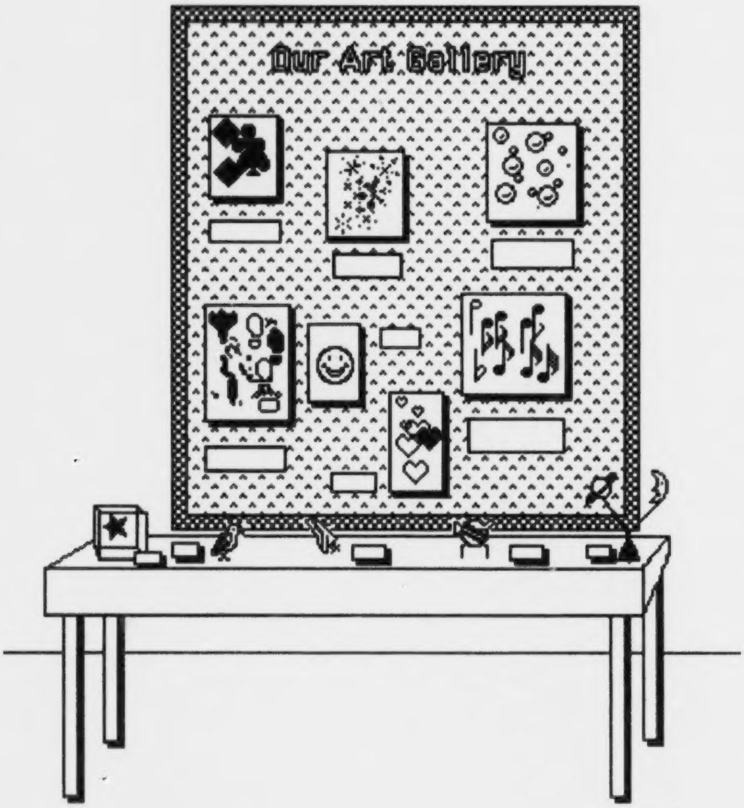
Language Arts. Read books which describe resources that are used to produce other goods. For example, read *Where Does This Come From? Bubble Gum* by H.I. Peeples to learn about the invention and production of bubble gum or *The Popcorn Book* by Tomie de Paola to study the history and production of popcorn.

Family Corner. Have your students copy this invitation to a family member:

Dear ________,
Please come to the opening of our art gallery on ________ at _____. We will show you our art masterpieces and tell you about our economics unit.
Love,

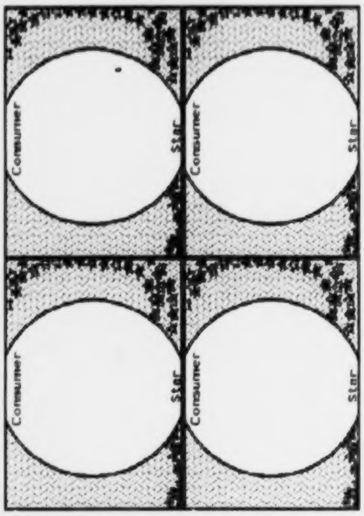
Children's Literature:

- Blood, Charles L. and Martin Link. *The Goat in the Rug.* New York: Macmillan Publishing Company, 1976. This book relates the true story of a weaver and her goat who lived in the Navajo Nation at Window Rock, Arizona. A step-by-step explanation of the production of a Navajo rug is featured. Preface pages include drawings of all resources which are used to produce the rug. Students may classify these as natural, human, and capital.
- Cummings, Pat, ed. *Talking with Artists.* New York: Bradbury Press, 1992. Fourteen illustrators of children's books tell stories of their work and how and why they became artists. The artists include pictures of their drawings when they were children and as adult workers. This is an excellent resource for helping children to appreciate their creative abilities.
- de Paola, Tomie. *The Popcorn Book.* New York: Holiday House, 1978. This book contains a story and information about the history, production, and preparation of popcorn. Recipes are included.
- Peeples, H. I. *Where Does This Come From? Bubble Gum.* Chicago: Contemporary Books, Inc., 1989. This book describes the invention and production of bubble gum.



ACTIVITY 3

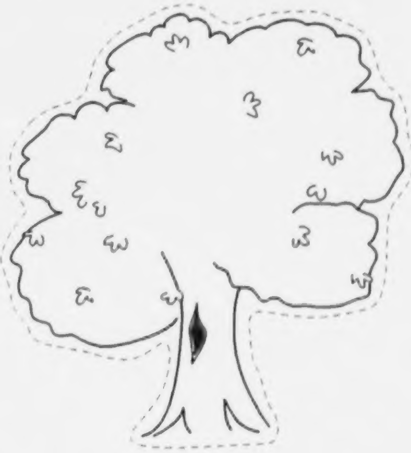
Consumer Stars


Consumer
Star
Consumer
Star
Consumer
Star
Consumer
Star

8

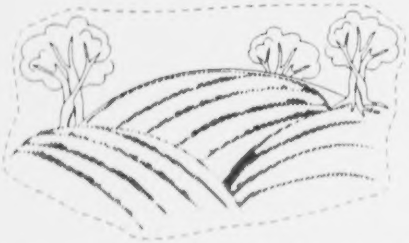
ACTIVITY 4

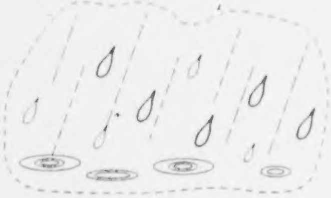
The Tree: A Natural Resource



ACTIVITY 5

Natural Resources

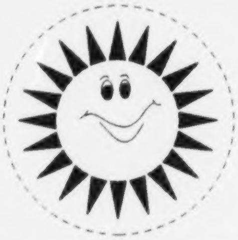


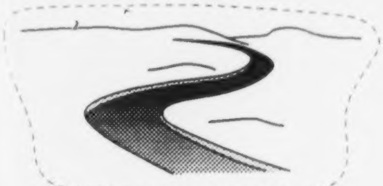


10

ACTIVITY 5 (continued)

Natural Resources





11

ACTIVITY 6

Job Application

Date: ______________________

Name: ______________________

Skills: ______________________

Reference (person): ______________________

Job Choice 1: ______________________

2: ______________________

3: ______________________

✪ 3 PAGE ACTIVITY ✪

ACTIVITY 7

W.O.L.F. and the Producer Pigs

Hello there boys and girls! I'm Wally Oliver Leon Francis. If my name is confusing to you, just call me W.O.L.F. for short; all of my friends do. Or at least they used to! Anyway, I am very pleased to meet you. I always enjoy meeting new victims, ...er, I mean new friends, as young and tender as you.

I am here today to tell you a new story—well, actually, an old story in a new way. How many of you have heard the story about the three little pigs and the big bad wolf? Well, that story isn't exactly right. The pigs **did not** understand my intentions, and the judge **did not** let me explain. In this country, before people are proven guilty they are given a trial and allowed to defend themselves. Well, this never happened to me. I was sent to jail for being a **big bad** wolf. After many years of howling, I finally have the opportunity to tell my story to you. Now, **you** are my judges. Please listen carefully and let me explain why the pigs' version of the story couldn't possibly be true.

Chapter 1
Ms. Polly Pig and Her Little Mud House

One day I was lonely. I wanted to make some new friends, so I took a walk down Corn Cob Lane to see what I *might* see. Well, a neighbor, Ms. Polly Pig, was building a house down the road from me. She had visited the country of Nigeria in Africa last summer. In Nigeria she saw a house that was cool and comfortable. The walls were made of mud and the roof was of straw. This was a great house! It was round like a cup with walls made of mud and a cone shaped top made of grass. Ms. Polly went to a lot of trouble to bring special mud and straw all the way from Nigeria for her house. She even hired workers that specialized in constructing mud walls and others that specialized in weaving straw roofs. They didn't use many capital resources, such as hammers and saws, except, of course shovels and tubs for mixing the mud. They had worked hard for days building this cool house.

Well, Ms. Polly, dressed in her bright red, wrap-around dress, was just arranging her furniture—which included a grass mat on the floor—when I decided to visit her to offer my help. I couldn't understand why, but she didn't answer when I knocked on the door. I just wanted to meet her and lend a hand with her furniture. Since she wouldn't answer the door, I went around the house and tried to crawl

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NAME ______________________

ACTIVITY 8

Family Letter 1

Date __________

Dear Family Member,

In our economics unit, we are studying how goods are produced. We are collecting resources to produce "masterpieces" for a class art gallery. Please help us by contributing scrounge materials—items you would normally throw away that we can recycle into works of art. I have listed some scrounge suggestions below. You may think of others.

Please begin collecting these things now and send them to school with your child by __________. Later your child will bring home an invitation to our gallery opening. We hope you can attend.

Thanks for your assistance in your child's education!

Sincerely,

Scrounge Suggestions:

milk cartons
used gift wrap
balloons
feathers
old toy parts
beads
clothespins
modeling clay
greeting cards
yarn
small scrap lumber
string
small boxes
cardboard
old jewelry
packaging materials
game pieces
stationery
foil
magnets
rubber bands
popsicle sticks
pulleys
wheels
nuts and bolts
marbles
fabric scraps

NAME ______________________

ACTIVITY 9

Resources Worksheet

Directions: Fill in the spaces by drawing pictures of the resources you used to produce your work of art.

Natural Resources	+	Human Resources	+	Capital Resources	=	Product (Art Masterpiece)

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OVERVIEW: PART 3

Scarcity, Choice, and Opportunity Cost

Lessons at a Glance

LESSON 11 **Alligator Annie and the Scarcity Adventure**
Students help Alligator Annie solve scarcity problems in her around the world adventures.

LESSON 12 **Opportunities for Appreciation**
Students learn about choice and opportunity cost as they use their scarce resources to produce gifts of appreciation for workers in their school.

LESSON 13 **We Decide....**
Students choose from a set of group activities as they learn to make decisions, identify opportunity cost, and evaluate their choices.

LESSON 14 **Learning Center: Choice Train**
Students practice making choices and identifying their opportunity costs as they fill their wants from the Choice Train cars.

LESSON 15 **Bulletin Board: Scarcity Balloon Trip**
Students take a make-believe balloon trip to places far away as they create a bulletin board display depicting scarcity and opportunity cost.

Background

Scarcity is the condition of not being able to have all the goods and services wanted. It results from the imbalance between unlimited economic wants and relatively limited resources available to satisfy those wants. Scarcity requires people to make choices about using goods and services to satisfy wants. Individuals and societies must continuously make choices about how to use the scarce resources available to them.

Opportunity cost is the next best alternative that must be foregone when an option is chosen. When limited resources are used for one purpose, opportunities to use these resources for other purposes are given up. The term "opportunity cost" refers to the most desirable of the alternative uses **not** chosen. Whenever people make personal or social decisions to use limited resources, opportunity costs are incurred.

Preview

- ***You can't have everything you want.***
- ***You have to decide what things you want most, and what things you will give up.***
- ***What you give up to get something is its opportunity cost.***
- ***Because you can't have everything you want, when you choose to buy a good or service, there is always an opportunity cost.***

LESSON 11

Alligator Annie and the Scarcity Adventure

1. FOCUS

Student Objective

- Understand that resources are scarce and that we must choose between alternative uses.

Background

Scarcity is the condition of not being able to have all the goods and services we want. It results from the imbalance between unlimited economic wants and relatively limited resources available to satisfy those wants. Scarcity requires people and societies to make choices about how to use available resources.

Concepts

Resources, scarcity, choice

2. PREPARE

Activity 10: *Adventure Cards*

White drawing paper, one sheet per student

Optional: Hat, camping, or hiking wear for Alligator Annie (or Arnie)

1. Copy Activity 10, cut out the cards, and laminate (optional).
2. To add interest to this lesson, dress as Alligator Annie, an outdoorsperson.

3. TEACH

Introduction

Explain to students that there are not enough *resources* to produce everything we want. That is, when we use a resource to produce a good or service, we give up using it to produce some other good or service. Define *scarcity* as not being able to have all of the goods and services we want because we don't have enough resources. Because there aren't enough resources to produce everything we want, we have to decide how to use the resources. When someone is faced with two or more alternative (different) uses for a resource, he she must make a *choice*. Explain that students will pretend to go on an adventure with Alligator Annie to help her solve some important problems. Each team will be responsible for helping Annie make choices.

Prior to this lesson, read *Where the Wild Things Are* by Maurice Sendak or *Little Bear Goes to the Moon* by Else Minarik, to help students understand a make-believe adventure.

Activities

1. Introduce yourself as Alligator Annie (Arnie), alias Ms. (Mr.) __________, a teacher in real life. Explain that Alligator Annie travels around the world to solve resource problems. In her adventures she needs a team of helpers. Ask for a volunteer team of three or four students to accompany you on the first adventure. Have the team join you at the front of the class.
2. Draw an Adventure Card from the envelope and read it to the class.
3. **Creative Thinking.** Ask the group assisting you to identify what resource is scarce. Ask the rest of the students to brainstorm alternative solutions to the problem.
4. **Critical Thinking.** When several alternatives are suggested, instruct the problem-solving team to discuss and evaluate the alternatives and to decide on a best solution. When the group reaches its decision, have the members explain why they *chose* that alternative.
5. Repeat steps two through four for each remaining group, selecting each card randomly.
6. **Closure.** Ask students why they had to make choices (because resources are scarce).
7. **Evaluation.** Give students drawing paper and ask them to illustrate the resource use that their group chose. Ask or assist them to write a few sentences or words about why they chose that alternative.

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4. CONNECT

Language Arts. Have students write and/or illustrate "Personal Scarcity Cards" about scarcity problems in their lives. Have them work in groups to come up with alternative solutions to the problems.

Music. Help students learn to sing the following song:

Oh, Scarcity
(Tune: *Oh, Christmas Tree*)

Oh, scarcity! Oh, scarcity!
We can't have all the things we want.
Oh, scarcity! Oh, scarcity!
We cannot have it all.

We really want a lot of stuff.
But sometimes there's just not enough.
Oh, scarcity! Oh, scarcity!
We cannot have it all.

Family Corner. For your family newsletter: In our economics unit we are studying scarcity—not being able to have all the goods and services we want. We looked at some scarcity problems faced in our communities and environment and thought about how we could solve these problems. Ask your child about our scarcity adventures. Help your child to understand scarcity situations in your family and ask his or her opinion about how you can deal with these problems.

Children's Literature:

- Berenstain, Stan and Jan. *The Berenstain Bears Don't Pollute (Anymore).* New York: Random House, 1991. The Berenstain Cubs learn about scarce natural resources.
- Burton, Virginia Lee. *The Little House.* Boston: Houghton Mifflin Company, 1969. Alternative land uses are presented through the story of land development around the Little House.
- Cherry, Lynne. *The Great Kapok Tree: A Tale of the Amazon Rain Forest.* San Diego: Harcourt Brace Jovanovich, Publishers, 1990. The animals that live in the great kapok tree in the Brazilian rain forest try to convince a man with an ax not to cut down their home.
- Clark, Ann Nolan. *In My Mother's House.* New York: Puffin Books, 1969. A young Tewa Indian describes, through poetry, the culture of his people, including beliefs about resources and the environment.
- Minarik, Else Holmelund. *Little Bear.* New York: HarperCollins Publishers, 1957. The story, *Little Bear Goes to the Moon* illustrates a make-believe adventure to the moon.
- Sendak, Maurice. *Where the Wild Things Are.* New York: Harper & Row, Publishers, 1963. This classic story describes the make-believe dream adventure of Max in the land of the wild things.
- Seuss, Dr. *The Lorax.* New York: Random House, 1971. The Once-Ler tells the story of a local scarcity problem and describes the trade-offs involved in resource use.
- Silverstein, Shel. *A Light in the Attic.* New York: HarperCollins Publishers, 1981. *How to Make a Swing with No Rope or Board or Nails* describes innovation in light of scarce resources.

LESSON 12

Opportunities for Appreciation

1. FOCUS

Student Objectives

- Understand what scarcity is and that it requires us to make choices.
- Identify opportunity cost of a choice.

Background

Scarcity is the condition of not being able to have all the goods and services we want. Scarcity requires people to make choices. When limited resources are used for one purpose, opportunities to use these resources for other purposes are given up. The term "opportunity cost" refers to the most desirable of the alternative uses **not** chosen.

Concepts

Resources, scarcity, choice, opportunity cost

2. PREPARE

5 to 10 shoeboxes or similar containers

Assortment of tools for schoolwork production (such as crayons, scissors, pencils, and paint)

Assortment of consumable items (such as construction paper, foil, art tissue, clay, stickers, pipe cleaners, juice cans, and butter tubs)

Pastel construction paper

1. Collect one shoebox per cooperative learning group.
2. In each box, put an assortment of tools and consumable items. Make each box different.

3. TEACH

Introduction

Write the word "appreciate" on the chalkboard, and discuss the meaning of the word as the way we feel about people who help us. Ask students to think of people they appreciate who work in the school (such as music teacher, cook,

What goods and/or services does each of these workers produce that help others in the school?

custodian, and secretary). List students' suggestions on the chalkboard. Explain that students will work in groups to make gifts of appreciation for the workers in their school.

Activities

1. **Cooperative Learning.** Divide students into enough cooperative learning groups to produce a gift for each school worker.
2. Let students choose the school worker for whom their group would like to make a gift. As each group chooses a worker, cross that person off the list.
3. Review the concept of *resources* as the things used to produce goods and services.
4. **Creative Thinking.** Hold up examples of the consumable items and brainstorm what kinds of appreciation gifts they could create using these resources (such as pencil holders, greeting cards, tissue flowers, or clay statue). Give each group a resource box and ask students to examine the contents.
5. **Critical Thinking.** Instruct students to discuss in their groups what items they could make that their worker might want. Remind them that, for the gift they choose, they must use **all** the resources in the box, but that these are the only resources they may use. Have them narrow their choices to two different gifts that they could make and report the two ideas to you.
6. As students report their decisions, write them on the chalkboard. When all groups have reported, explain that because the resources are *scarce*, each group will be able to make only one gift, so they will have to make a choice. Ask each group to decide which gift they will make and have one member circle that item on the chalkboard. Explain that the item each group circled is their *choice*, and the other item is their *opportunity cost*, that is, what they have to give up when a choice is made.
7. **Closure.** Have students produce their gifts and show them to the class, identifying the resources used in their production. Ask them to tell the class about their gift and to explain why they chose to make that item. When all groups have reported, refer to the list of alternative gifts as you ask each group what they gave up when they chose to use their scarce resources for the gift they produced. Reinforce that the item given up is their opportunity cost.
8. Give each group a sheet of pastel construction paper on which to make a thank-you card for the worker. Help the students to write on the card why they appreciate the workers. Have each group present its gift to the school worker.
9. **Alternative Procedure.** Have students make gifts of appreciation for community workers or for residents of a nursing home.

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4. CONNECT

Family Corner. For your family newsletter: In our class we have been learning about *opportunity cost.* Whenever we make a choice, we give up the opportunity to do or make something else. Ask your child to tell you about the gifts of appreciation that we produced for the workers in our school. Discuss which gift his or her group made and which they gave up, their opportunity cost. To help your child understand this concept, plan an activity at home in which a choice will be made (such as which show to watch on TV or what kind of dessert to make for dinner). Help your child identify the opportunity cost as the next best alternative to the choice made.

Children's Literature:

- Williams, Vera B. *Something Special for Me.* New York: Greenwillow Books, 1983. Rosa considers scarcity and opportunity costs for herself and her family as she gets to choose her own birthday present.

LESSON 13

We Decide . . .

1. FOCUS

Student Objective

- Understand opportunity cost.

Background

Scarcity requires people to make choices about using goods and services to satisfy wants. Opportunity cost is the next best alternative that must be foregone when a choice is made. Whenever a person makes a decision, an opportunity cost is incurred.

Concepts

Choice, opportunity cost

2. PREPARE

White drawing paper
Crayons or colored markers
Pencils
Physical education game equipment

1. Assemble enough drawing paper for each student to have one sheet of each.
2. Plan and assemble equipment for three or four group games for physical education or in-classroom "choice time."

3. TEACH

Introduction

Early on the day of this lesson, ask students to remember the activity they chose to do yesterday when they returned home from school. Ask volunteers to share their *choices*. Ask the students to recall another activity that they had wanted to do but did not get to do because they chose the other activity. Remind them that the activity they gave up was their *opportunity cost*. Ask volunteers to state their opportunity costs. Complete steps one through four at this time and steps five through nine later in the day.

Activities

1. Write on the chalkboard a list of three or four group games or activities.
2. Distribute a sheet of drawing paper to each student, and instruct students to fold their papers in half, greeting card fashion. Help students write at the top of the front page, "I decide what I want to do during physical education."
3. Instruct the students to open their cards to the inside. Ask them to draw, color, and label pictures of the **two** activities they would most like to do.
4. Immediately before the activity time, instruct students to choose the activity in which they will participate by circling the appropriate drawing. Ask students to make individual decisions rather than to consult with their friends.
5. Organize the students into groups by their choices and conduct the activities.
6. **Critical Thinking.** After the activities are completed, have the students write, under the circled activity, "My Choice" and under the foregone activity, "My Opportunity Cost." Ask students to draw, on the back side of their cards, a happy or sad face, reflecting how they feel about their choices. Have them write several words or sentences describing how they feel and why.
7. **Closure, Evaluation.** Ask students to share their pictures, one at a time, with the class, describing their choices and opportunity costs.
8. Display the students' drawings in the classroom or allow them to take the papers home to share with their families.

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4. CONNECT

Language Arts. Help students write stories about choices they have made, their opportunity costs, and how they feel about their choices. Combine the stories to produce a classroom book about choice and opportunity cost.
Music, Language Arts. Teach the students the following song. Put the lyrics on an overhead transparency or chart, and use them to discuss rhyming words and to identify sight word vocabulary.

Oh Give Me a Choice
(Tune: *Home on the Range*)

Oh give me a choice,
Oh, a difficult choice,
And I'll think about what I could use,
I'll have to decide,
With my eyes open wide,
What I'll give up and what I will choose.

Opportunity cost!
It's the thing you give up when
you choose.
It's the price that is paid
When a choice must be made.
It's the thing that I surely will lose.

Family Corner. For your family newsletter: In our economics unit, we are learning about making and evaluating choices. Ask your child to show you his or her drawing for our "choice time" activity. Allow your child to make simple decisions about time or resource use and ask how he or she feels about the choices. Whenever possible, involve your child in the family decision-making process.

Children's Literature:

- Seuss, Dr. *Hunches in Bunches.* New York: Random House, 1982. An indecisive boy and his "hunches" contemplate the alternative uses of his time and struggle to make a decision.
- Silverstein, Shel. *A Light in the Attic.* New York: HarperCollins Publishers, 1981. *Magic Carpet* discusses alternative uses of a flying rug.
- Silverstein, Shel. *Where the Sidewalk Ends.* New York: HarperCollins Publishers, 1974. *Us* describes the conflict within a person in deciding between alternatives.
- Viorst, Judith. *Alexander Who Used to be Rich Last Sunday.* New York: Macmillan Publishing Company, 1978. Alexander explores the consequences of his spending decisions.

LESSON 14

Learning Center: Choice Train

1. FOCUS

Student Objectives

- Understand what scarcity is and that it requires us to make choices.
- Identify the opportunity cost of a choice.

Background

Scarcity is the condition of not being able to have all the goods and services we want. Scarcity requires people to make choices about using goods and services to satisfy wants. Opportunity cost is the next best alternative that must be foregone when a choice is made. Whenever people make personal or social decisions to use limited resources, opportunity costs are incurred.

Concepts

Scarcity, choice, opportunity cost

2. PREPARE

Activity 11: *Train Engine*

One large sheet of posterboard (approximately 22" x 28") for mounting the game

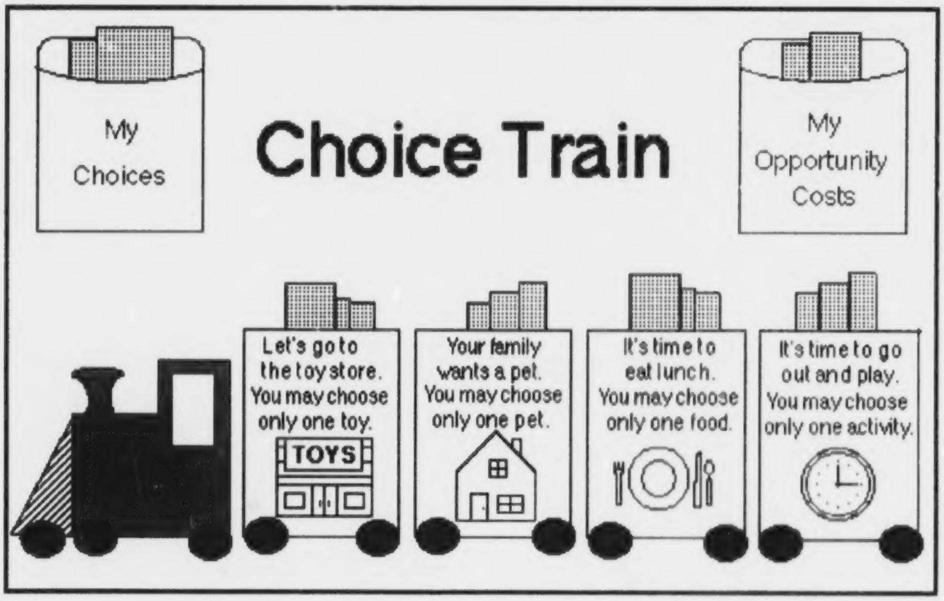
Two or three sheets each of cardstock in four different colors

Two card pockets (the kind used in library books)

1. Duplicate one copy of Activity 11 for each student.
2. Trace another copy of Activity 11 onto posterboard and color or decorate as in the illustration on the following page.
3. Make four boxcars, approximately four- by six-inches, each in a different color of cardstock. Copy the following captions on them, adding pictures if you desire.

Car #1 - Let's go to the toy store. You may choose only one toy.
Car #2 - Your family wants a pet. You may choose only one pet.
Car #3 - It's time to eat lunch. You may choose only one food.
Car #4 - It's time to go outside and play. You may choose only one activity.

4. Glue the boxcars behind the train engine on the posterboard, leaving them open at the top to form pockets.
5. From the remaining cardstock, make 10 to 12, three- by five-inch cards for each boxcar in the same color as the car.
6. Above the train, on the posterboard, mount the two card pockets, labeling one, "My Choices," and the other, "My Opportunity Costs." Laminate the train if possible, and cut pockets open with a utility knife.


My Choices
Choice Train
My Opportunity Costs
Let's go to the toy store. You may choose only one toy.
TOYS
Your family wants a pet. You may choose only one pet.
It's time to eat lunch. You may choose only one food.
It's time to go out and play. You may choose only one activity.

3. TEACH

Introduction

Ask students to name some toys or games that they would like to have. List these on the chalkboard. Discuss whether they think they will be able to have all these things and why or why not. Conclude that we can't have everything we want. Review this situation as *scarcity*, and write the word on the chalkboard. Remind students that because of scarcity we have to decide which things we want most, and which things we will give up. Write the term *opportunity cost* on the chalkboard, and remind students that when they make a *choice*, the most favored thing they give up is their opportunity cost. Explain to students that they will be playing a game about choosing and opportunity costs.

Activities

1. Show students the Choice Train, telling them that the train is empty and you will need their help to load the boxcars with things that they want. Divide the class into four groups, and tell them that each group will load one car. Distribute materials, giving each group a different colored stack of cards. Tell them that they will draw and label an item on each card to be loaded on the train. Ask one group to draw toys (for car #1), another group to draw

pets (for car #2), the next group to draw foods (for car #3), and the final group to draw activities that they do for fun (for car #4). Instruct them to decide within their groups which pictures will be drawn by which student. When the pictures are drawn, have each group read and show their cards to the class and load them face down into their car.

2. Demonstrate the game to the entire group before placing it in the learning center. Have a student volunteer read the caption on the first train car to the class, pick two cards, and read them. Ask this student to choose from the two cards the toy that he or she would most like to have and place it in the "My Choices" pocket. Identify the other card as the student's opportunity cost, and place the card in the appropriate pocket. Be sure that all students understand that this is the item that this student will give up.
3. Ask a different volunteer to repeat step 2 for each of the other cars.
4. Put the game and copies of Activity 11 in the learning center. Tell students that after they have played "Choice Train", they should draw and label each of their choices on a train engine. Have students cut out their train engines and display them in the classroom.
5. **Evaluation, Closure.** After all students have used the learning center, have them explain their choices and opportunity costs to the class.

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4. CONNECT

Creative Writing. Have students write stories in their journals about difficult choices they have had to make. Make copies of these stories to display with their train engines.

Math. Have the students create a class graph illustrating their combined choices for each train car.

Family Corner. For your family newsletter: In our study of economics, we have been using a learning center game called "The Choice Train." Ask your child about the choices he or she had to make when playing this game and what the opportunity costs were. You can give your child a chance to practice this skill at home, by providing simple choices (such as what to watch on TV, where to play, what snack to eat, and so on). Ask your child to identify the opportunity cost, that is, the most favored thing that he or she gave up.

Children's Literature:

- Silverstein, Shel. *Where the Sidewalk Ends.* New York: HarperCollins Publishers, 1974. *Lester* presents the dilemma of a boy with unlimited wants who refuses to make choices.

LESSON 15

Scarcity Bulletin Board: Balloon Trip

1. FOCUS

Student Objective

- Understand that scarcity requires people to make choices.

Background

Scarcity is the condition of not being able to have all the goods and services we want. It results from the imbalance between unlimited economic wants and relatively limited resources available to satisfy those wants. Scarcity requires people to make choices about using goods and services to satisfy their economic wants.

Concepts

Scarcity, choice

2. PREPARE

One duffel bag, tote bag, or suitcase
Activity 12: *Balloon Pattern*
Activity 13: *World Map*
Activity 14: *Trip Notice*
Activity 15: *Balloon Trip Supply List*
Construction paper or tagboard
Bulletin board paper in white or a pastel color
Several broad tip felt markers, assorted colors and black

1. Duplicate one copy of Activity 12 for each group of three or four students.
2. Make one copy of Activity 15 for each student.
3. Cover the bulletin board and enlarge Activity 13 to fit the bulletin board.
4. Color and label the continents.
5. Cut out letters for the bulletin board title, "Scarcity Balloon Trip," from construction paper or tagboard.
6. Duplicate and, if possible, enlarge Activity 14 and place it in a lower corner of the bulletin board, adding time and location of trip.

3. TEACH

Introduction

Has anyone ever seen or taken a ride in a hot air balloon? What do they think they would feel, see, smell, and hear?

Have students tell what they remember or know about hot air balloons. Ask them to close their eyes and imagine flying around the world in a balloon. Have them name some places far away that they have been or would like to see. List the places on the chalkboard.

Activities

Help students imagine places far away by reading *Hello World: Travel Along with Mickey and His Friends* by Fran Manushkin; *The Great Round-the-World Balloon Race* by Sue Scullard; or get ideas from a children's atlas such as *The Macmillan First Atlas*.

1. Explain to students that they will participate in a make-believe balloon trip around the world, and that they will decide as a class the route for the trip.
2. Draw children's attention to the bulletin board display. Locate your city or state and the places children have listed and label them on the map.
3. Tell children that because time and fuel are scarce, they will have to *choose* five places they will visit on their balloon trip. Discuss what places they would like most to visit and have them vote to select five. Write these on the Trip Notice (Activity 14). Locate the places on the bulletin board map and draw a route connecting them, having the route begin and end at your school.
4. **Critical Thinking.** Review the trip rules from the Trip Notice and ask students what other rules they believe would be important. List these on the board, discuss, and help them agree upon a fifth rule.

Use *The Great Round-the-World Balloon Race* to inspire balloon designs. Encourage students to create their own colorful designs.

5. **Creative Thinking.** Divide students into cooperative learning groups of three or four. Distribute one balloon pattern to each group. Instruct students to create and color a design for their balloon and to draw a basket under it. Explain that the basket can be of any shape that will carry passengers. Ask them to cut out their drawings and name their balloons.
6. Brainstorm and list on the chalkboard the things they might want to take with them on the trip.
7. After students have generated a long list, explain to them that there will be a small problem, because space is *scarce*. Produce the duffel bag, and tell the students this is the amount of space allowed each one of them.

Don't worry about precise spatial concepts. Just have students make rough estimates of items which will fit into their bags.

8. Allow the groups a few minutes to discuss what they think would be important to take on the trip. After the group discussions, instruct students to choose, independently, five items which must fit into their duffel bag and record their choices on Activity 25.
9. **Closure.** Have each group share the name and design of their balloon. As a class, discuss what items students decided to take on the trip and how they made their choices. Reinforce the concept that, because space was scarce, they had to make choices.
10. Display the balloon designs along the trip route, and place the supply lists at the bottom of the bulletin board.

4. CONNECT

Language Arts. Have students work in cooperative learning groups to make short presentations on the places which they visited on the make-believe balloon trip.

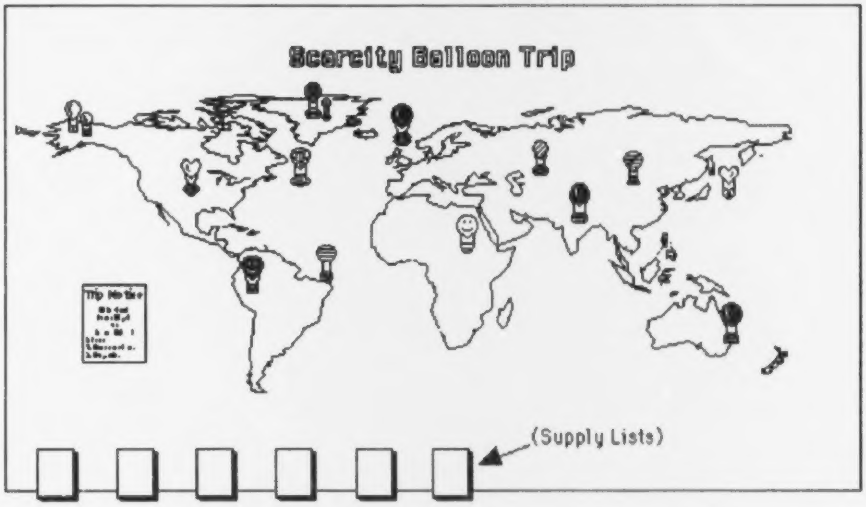
Language Arts. Read and recite the traditional poem, *Old Mother Hubbard,* discussing the scarcity situation.

Community Connection. Invite a balloonist to visit your class to share pictures and stories about ballooning.

Family Corner. For your family newsletter: Your child participated in a make-believe trip in a hot air balloon where we "visited" sights around the world. Because we experienced a scarcity of space in the balloon, we made decisions about what items we could take with us that fit into a duffel bag. Discuss with your child some of the choices that your family must make because resources are scarce.

Children's Literature:

- Adams, Adrienne. *The Great Valentine's Day Balloon Race.* New York: Macmillan Publishing Company, 1980. The Abbot rabbits decorate and race their balloon.
- Calhoun, Mary. *Hot-Air Henry.* New York: Mulberry Books, 1981. A Siamese cat stowaway takes a "fur-raising" balloon trip.
- Coerr, Cleanor. *The Big Balloon Race.* New York: HarperCollins, 1981. This "I Can Read Book" highlights the delights and mishaps of a balloon race.
- Scullard, Sue. *The Great Round-the-World Balloon Race.* New York: Dutton Children's Books, 1990. Two children and their aunt sail around the world in a balloon race. This book has beautiful, detailed illustrations of balloons and sights.
- Manushkin, Fran. *Hello World: Travel Along with Mickey and his Friends.* New York: Disney Press, 1991. Mickey Mouse and his friends take a trip around the world. They learn to say "hello" in the language of each country and have their photos taken in each place.
- Wright, Nicola, Tony Potter, Dee Turner, and Christine Wilson. *Macmillan First Atlas.* New York: Macmillan Publishing Company, 1991. This primary atlas introduces children to map reading, place, economic and human geography, and topography.



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ACTIVITY 10

Adventure Cards

1. Your adventure with Alligator Annie has taken you on a sled ride to the North Pole! It is very cold. You didn't make it as far as you had planned, and now you will have to spend the night out in the snow. You found only a few pieces of wood. Part of your group wants to use the wood to build a fire to keep warm and to cook something to eat. The other part of the group wants to use the wood to build a shelter to keep out the snow that will likely fall during the night.

Ask the class to help you think of possible ideas to solve the problem caused by a scarcity of wood. However, your group must make the final decision for Alligator Annie.

2. You are traveling on a subway train through a big city with Alligator Annie when you notice two people talking about a problem. They explain it to you and ask your team to make the decision for them. They have some land in the city where something can be built. One person tells you that the children who live in this town have no place to play. He wants to build a beautiful park with trees and flowers, and a playground where children can play on swings and slides. The other person wants to use the land to build some houses for homeless people.

Ask the class to help you think of the best way to use the scarce land. However, your group must make a decision for Alligator Annie.

ACTIVITY 10 (continued)

Adventure Cards

3. You have been traveling with Alligator Annie in a sailboat, and you have just arrived on a beautiful, sunny beach. There are lots of families there. The children are running and playing in the waves and picking up seashells. But the grownups look worried. A group of people seem to be talking and arguing about something. One group of people want to put a zoo on the beach for all of the people in the town to enjoy. But the other group says that the zoo will take up too much land, and there won't be enough room left for the families who want to play on the beach.

Help the people decide what to do about this scarce beach land! The students in the class can help you think of ways to solve this problem, so that you and Alligator Annie will know what to do about the scarcity!

4. You and Alligator Annie have been riding in an airplane over the mountains, and you have just landed in a small town near a beautiful lake. Everything is so pretty there! But the people of the town are having a meeting in the town square. They are trying to decide how to use the lake. One group wants to leave the lake as it is for fishing, sailing, and quiet picnics for families. The other group wants to use the lake for water skiing and motor boating. Both groups love to play at the lake. The ones who want to fish believe that the skiers and motor boats will be noisy and scare away the fish. The other group believes that active sports like skiing and motor boating will cause the people to become healthier and more physically fit.

Ask the class to help you think of ways to solve this scarcity problem. There is only one lake, but two ways to use it. Your team can help Alligator Annie find a way to keep the people happy.

ACTIVITY 10 (continued)

Adventure Cards

5. Your are traveling with Alligator Annie and you have just arrived in the rain forest in Brazil, where the thick jungle is full of animals, trees, and flowers. As you are traveling in a canoe up the river in the peaceful jungle, you begin to hear the sounds of machines. In the distance you see bulldozers and saws cutting down the trees! You also see a group of people who look very upset because they love the rain forest and the animals. They want it to stay just the way it is. Another group wants to clear away the jungle, sell the trees and use the land for farming. They believe that with the new farms, the poor people of that country will have enough food to eat.

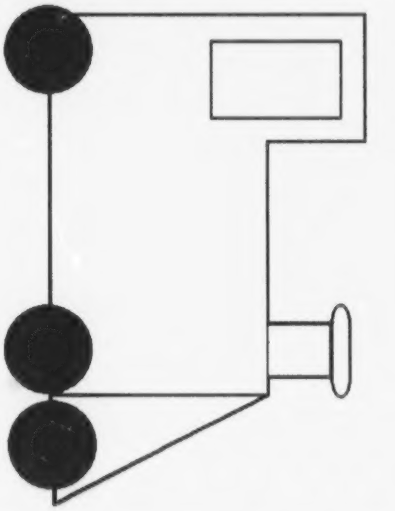
The students in your class can help you think of ideas about what to do about the scarce land. Your group will help Alligator Annie decide what is best. Happy decision making!

6. You are flying in a helicopter over a big city with Alligator Annie when you see someone waving to you down below. You land your helicopter nearby and you find out that this person is the president of the United States, and she needs your help. The country has a lot of extra wheat stored up and must decide what to do with it. Some people want to make it into bread to sell to families in America. Some others want to send it to a country where there are many poor and starving people. The president doesn't know what to do, and she asks you to help make the decision.

You and Alligator Annie have a big decision to make. The class can help you think about what to do with the scarce wheat, but your group must decide on the best way to solve the problem.

ACTIVITY 11

Train Engine



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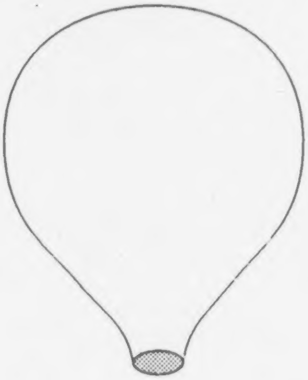
ACTIVITY 12

Balloon Pattern



ACTIVITY 13

World Map

ACTIVITY 14

Trip Notice

Attention Balloonists!!!

ROUND-THE-WORLD BALLOON TRIP

STARTING IN ____________________

AT ____________________ SCHOOL

Date ____________________, 19__

STOPPING AT:

1) ____________, 2) ____________,

3) ____________, 4) ____________,

5) ____________.

ENDING AT: ____________________ School

—RULES—

1. Follow the route.
2. Only gas and hot-air balloons are permitted.
3. Contact the ground only at designated stops.
4. Enter at your own risk! Be prepared for high altitudes, very hot and very cold weather.
5. ____________________

HAPPY FLYING!

ACTIVITY 15

Balloon Trip Supply List

Crew Member: ____________________

I will take:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Remember you can only take 5 things. They all must fit into your duffel bag.

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OVERVIEW: PART 4

Specialization and Interdependence

Lessons at a Glance

LESSON 16 **Interdependent Bunch**
Students create a bunch of balloon grapes to illustrate the concept that they make a "great bunch" of interdependent workers.

LESSON 17 **Spotlight on Specialists**
Students specialize in producing goods and services as they prepare for specialized resource speakers.

LESSON 18 **The Baker Wants a Pair of Shoes**
Students sing an interdependence song and create their own new verses.

LESSON 19 **Learning Center: School Connections**
Students learn that the school has specialized workers upon whom they depend while they are at school.

LESSON 20 **Bulletin Board: Showcasing Specialists**
Students create a bulletin board of their artwork depicting themselves and others as specialized workers.

Background

When individuals satisfy their economic wants without the help of others, they are self-sufficient (independent). When they depend on other people to provide for some of their economic wants and others depend upon them for some of their wants, they are interdependent. People are interdependent because of economic specialization. Economic specialization occurs when people produce a narrower range of goods and services than they consume.

People normally specialize in producing those goods and services they are best suited or trained to produce. One of the results of specialization is reduced self-sufficiency (independence) and increased interdependence. Interdependence means that decisions of one economic unit (such as a person, business, community, or country) affect the choices of other economic units. Specialization is the basis for trade and exchange among individuals, businesses, cities, regions, and countries.

Preview

- ***Most people work in jobs where they produce a few special goods or services.***
- ***When we specialize, we become interdependent.***

LESSON 16

An Interdependent Bunch

1. FOCUS

Student Objective

- Understand what it means to be dependent on others for economic wants.

Background

When individuals satisfy economic wants without the help of others, we say they are self-sufficient (independent). When they depend upon other people to provide for some of their economic wants and others depend upon them for fulfilling some of their wants, they are interdependent. People are interdependent because of economic specialization. Economic specialization occurs when people produce a narrower range of goods and services than they consume.

Concepts

Economic wants, producers (workers), goods, services, consumers, specialization, interdependence

2. PREPARE

Activity 16: *Grape Leaf Pattern*

Two permanent markers

One purple balloon for each student (green will work if purple isn't available)

Green yarn

Green bulletin board or butcher paper

Scrounge materials such as buttons, yarn, and fabric

1. Enlarge, to about two feet by three feet, and cut out three grape leaves (Activity 16) from green bulletin board paper.
2. Inflate one purple balloon for each student (with air, not helium).
3. Tie balloons and attach a piece of green yarn to each balloon.
4. Arrange student desks in a U-shape.

3. TEACH

Introduction

Who woke you up? Who made breakfast? Who drove you to school?

Ask students to think about what they did today when they woke up and got ready for school. Select a student helper to stand with you at the end of the U-shape. Explain that this student is a *consumer* who, like everyone else, is dependent upon *specialized* workers for meeting many of his or her *economic wants*. Point out these specialists may be family members who specialize in doing the laundry, mowing the lawn, or feeding pets; or they may be *workers* like the mail carrier who delivers letters and packages. Some specialized workers produce *goods*, and others provide *services*. Ask the student volunteer who he or she depended upon to get ready for school this morning and what good or service the person provided. Write the title of that person on the balloon. Ask other students to think of another worker upon whom the student volunteer might depend at other times and what good or service that worker provides.

Activities

Read *Richard Scarry's What Do People Do All Day?* to help students imagine worker roles.

Worker/Good or Service: barber/haircut, doctor/health care, farmer/food, piano teacher/music lessons, bus driver/transportation, television reporter/news, babysitter/childcare, janitor/clean school, fire fighter/fire safety, cook/school lunch

1. Distribute one balloon to each student.
2. Ask students to make up worker roles for themselves. Have them think of what good or service their chosen worker provides. Tell them that other people depend on them for that good or service.
3. Ask students, one at a time, to come to the front of the room and say, "I am a/an [name of worker]. [name of another student] depends on me for [name of good or service]."
4. Write the title of the worker providing the good or service on the balloon and ask student to give it to the other student.
5. When the balloons are all collected, write on the board "Working Together We Make A Great Bunch" while asking students what the cluster of balloons appears to be (bunch of grapes).
6. Ask students how the workers named on the balloons work together. Explain that dependence on one another for goods and services we want is called *interdependence*. Write this word on the board.
7. Ask students to name goods and services that they provide for other people. Write these on the three large leaves. Attach the leaves to the top of the cluster and display in the classroom or the hallway with a sign that says "Interdependence: Working Together We Make A Great Bunch."
8. **Alternative Procedure.** Adapt this activity, if you prefer, by using purple circles that are assembled on a bulletin board in a cluster of grapes. Ask students to bring or draw pictures of themselves to put on the circles.
9. **Closure.** Ask students to explain what happens when someone doesn't provide what you are expecting him or her to provide. For example, what would happen if a school secretary or teacher didn't show up for work one day? Ask students to think of problems that would occur. Point out that when people are interdependent, it is important for everyone to provide the goods and services that others are depending upon them to provide.
10. **Evaluation.** Have students draw and cut out pictures of themselves. Provide buttons, yarn, fabric, and other scrap items. On a sentence strip, have each students write "My name is ________. I am dependent upon ______ for ______." Display pictures in the room or hallway.

4. CONNECT

Community Connection. Take a field trip to a business (one owned or operated by a parent, if possible) to observe the specialized jobs that workers do and how they are dependent upon one another to produce goods or services. **Who** in the community is dependent upon the goods and services produced by this business? **How** do they depend upon this business?

Family Corner. For your family newsletter: Your children participated in an activity that illustrated how they are interdependent with others to meet their economic wants. Ask your child to notice whom family members are dependent upon in your daily activities. For example, when you buy groceries, you are dependent upon the farmer, grocer, and the checker. When you see semitrailer trucks, talk about how the truck drivers are providing the service of transporting products. You are dependent upon them to get the products you want to the stores. You can discuss these interdependencies with your child to reinforce what we are learning in the classroom. Thanks for your support and participation!

Children's Literature:

- Ancona, George. *Bananas from Manolo to Margie.* Boston: Clarion Books, 1982. This story follows bananas from Honduras, where they are produced, to the United States, where they are consumed. The many specialized workers who are necessary to produce and market the fruit are featured.
- Broekel, Ray. *Fire Fighters.* Chicago: Children's Press, 1981. This book describes the specialized tasks performed by fire fighters and emphasizes how children depend upon them for safety.
- Johnson, Hannah Lyons. *From Seed to Salad.* New York: Lothrop, See & Shepard (William Morrow), 1978. This book illustrates how children can work together to plant, cultivate, and harvest a vegetable garden. Salad dressing recipes are included.
- Moncure, Jane Belk. *People Who Help People.* Chicago: Children's Press, 1976. Interdependence is illustrated as family members and people in the community are described helping one another in everyday situations.
- Scarry, Richard. *Richard Scarry's What Do People Do All Day?* New York: Random House, 1979. Based upon the premise that "Everyone is a worker," this book features hundreds of specialized jobs and emphasizes the interdependence of everyone at work.
- Silverstein, Shel. *A Light in the Attic.* New York: HarperCollins Publishers, 1981. *Play Ball* illustrates how children playing baseball are interdependent.
- Silverstein, Shel. *Where the Sidewalk Ends.* New York: HarperCollins Publishers, 1974. *Helping* features children helping each other to produce goods and services. *Bang-Klang* features the interdependence of Barney and Charlie of the railroad gang.

LESSON 17

Spotlight on Specialists

1. FOCUS

Student Objective

- Understand that most workers specialize in producing a few goods or services.

Background

Most people work in jobs where they specialize in producing a few goods or services. People normally specialize in jobs they are best suited or trained to do.

Concepts

Specialization, producers, goods, services

2. PREPARE

Activity 17: *Family Letter 2*
Plain paper, one sheet per student
Pencils for each student
Crayons or colored fine-tip markers for each student
One stick-on name badge for each guest speaker
Refreshments and classroom decorations as planned by the students

1. One to two weeks prior to start of this activity, duplicate Activity 17 and send home.
2. As responses come in, schedule guest presentations.

Schedule a visit for all family and friends who volunteer. If enough people do not volunteer, invite resource people from the community.

3. TEACH

Introduction

As you send home the Family Letters with students, encourage them to invite a specialist to come to the classroom to discuss his or her specialized job. Discuss appropriate ways to extend invitations, such as personal visit, telephone calls, or, for students who can write, notes or letters. Tell class that you are also sending invitations home with them.

Activities

Jobs might include: straightening the room, preparing a sign or banner, preparing a nametag for the guest, making refreshments, decorating the room with drawings about economics concepts, and planning entertainment such as songs, stories, or poems.

1. A day or two before the first resource person comes to your class, ask students to suggest jobs which must be done to prepare for their visitor. Write the jobs on the chalkboard and save.
2. **Cooperative Learning.** On the day of the guest's arrival, divide students into groups. Assign tasks by writing jobs on slips of paper and having each group draw to determine its task.
3. When the jobs are completed, remind students that people who make a *good* or perform a *service* are called *producers.* Ask the groups to tell what they produced as they prepared for the guest speaker and whether it was a good or a service. Explain that, because each group *specialized* in producing a good or service, everyone in the classroom depended upon the other students, that is, they were *interdependent* .
4. Appoint a student to serve as host to greet the guest and present the special welcome nametag.
5. **Evaluation, Closure.** After each visitor, give students plain paper and ask them to draw pictures and write or dictate "I learned...." statements. Bind student work in a thank-you book for the guest speaker.

---

4. CONNECT

Economics. Connect this activity to Lesson 20 *Bulletin Board: Showcasing Specialists*, by featuring the family and friend specialists on one phase of the bulletin board.

Music. Have students learn the song *We are Workers.* Create new verses by having students select workers they would like to be. Do not be concerned about rhyming in this activity.

We are Workers
(Tune: *Frére Jacques*)

We are workers, we are workers,
Yes we are! Yes we are!
Brian is a baker. Brian is a baker.
He makes bread. He makes bread.

We are workers, we are workers,
Yes we are! Yes we are!
Sarah is a fire fighter. Sarah is a fire fighter.
She puts out fires. She puts out fires.

Family Corner. For your family newsletter: We are learning that people specialize in their jobs as they produce goods and services. Ask your child about the parents and other specialized workers visiting our classroom. Discuss ways your family members specialize in producing goods and services in your household. For example, who does the laundry? Who prepares meals? Who shops for groceries? What jobs does your child do for the family?

Children's Literature:

- Berenstain, Stan & Jan. *The Berenstain Bears on the Job.* New York: Random House, 1987. The Berenstain Bears take a trip through their community and discover all the different jobs that people do.

- Silverstein, Shel. *A Light in the Attic.* New York: HarperCollins Publishers, 1981. *Memorizin' Mo* describes a fellow who specialized in something useless.
- Schwartz, Amy. *Bea and Mr. Jones.* New York: Viking Press, 1983. Bea, who is tired of kindergarten, trades jobs with her father and learns about the work he does.
- Wilkinson, Jean. *Work with Us in a Hospital.* Bethesda, MD: Information Systems & Services, Inc., 1980. Puppets show children how specialized workers are needed to operate a hospital.
- Wilkinson, Jean. *Working with Us in a Printing Company.* Bethesda, MD: Information Systems & Services, Inc., 1981. Puppets show children the specialized workers needed to operate a printing company.

LESSON 18

The Baker Wants a Pair of Shoes

1. FOCUS

Student Objective

- Understand that specialized workers are interdependent.

Background

When individuals satisfy economic wants without the help of others, we say they are self-sufficient (independent). When individuals depend upon other people to provide for some of their economic wants, and others depend upon them for some of their wants, they are interdependent. People are interdependent because of economic specialization. Economic specialization occurs when people produce a narrower range of goods and services than they consume. Specialization is the basis for exchange (or trade) among individuals, businesses, cities, regions, and countries.

Concepts

Goods, services, producers, specialization, interdependence

2. PREPARE

Activity 18: *The Baker Wants a Pair of Shoes*

1. Make a transparency of Activity 18.
2. Sing through the song in advance to familiarize yourself with the words.

If you want accompaniment, use a recording of *Old MacDonald Had a Farm,* without words, play the tune on a piano, or record the music teacher playing the tune.

3. TEACH

Introduction

Ask students if they are familiar with the song, *Old MacDonald Had a Farm.* Tell them that they are going to sing the song a new way today, using some of the things they learned in previous lessons about specialization and interdependence.

Activities

1. Project transparency of *The Baker Wants a Pair of Shoes.* Sing the first verse to the students, then have them sing it with you.
2. Explain that each worker is specialized and depends upon someone else for some of his or her wants.

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3. After students have learned the three verses, ask them to make up additional verses, deciding what *good* or *service* is needed, and which worker can provide it. Write the names of the new *specialized* workers and the goods or services they *produce* on the blackboard.
4. Have students sing the expanded song. Have older students repeat the last line of all previous verses at the end of each verse.
5. **Closure.** Copy the class song on a chart tablet or bulletin board and allow students to add additional verses during free time. Let those who are willing perform their verses for the class.

4. CONNECT

Art. Have students create a paper chain. Cut 9- by 12-inch strips of construction paper in thirds lengthwise and give students several strips each. Have one student write the name of a worker on one end of a strip, the good or service wanted by the worker in the middle, and the worker he or she depends on to get it at the other end. Ask another student to be the worker upon whom the first student depends and to continue the chain with what he or she wants and who is depended upon to provide it. Have this student link his or her strip to the first. Continue the chain until all students have added at least one link. Display the chain around the classroom and let students add to the chain during free time.

Family Corner. For your family newsletter: Your child learned a song about workers who specialize and are interdependent with other workers for their economic wants. Ask your child to sing the song for you and to tell you about specialized workers. Discuss specialized workers that you depend upon as you go through your daily routines. For example, if you have toast for breakfast, who provides the bread? If your child rides a schoolbus, whom does he or she depend upon?

Children's Literature:

- Arnold, Caroline. *Who Works Here?* New York: Franklin Watts, 1982. This book discusses types of jobs, workplaces, and schedules of specialized workers in the community who make things, sell things, move things, grow things, and entertain us.
- Scarry, Richard. *Postman Pig and His Busy Neighbors.* New York: Random House, 1978. Workers who have hundreds of different job specializations meet Postman Pig on his daily mail route.

LESSON 19

Learning Center: School Connections

1. FOCUS

Student Objectives

- Understand that most people work in jobs where they produce a few specialized goods and services.
- Understand that because workers are specialized, they are interdependent.

Background

When individuals satisfy economic wants without the help of others, they are self-sufficient (independent). When they depend upon other people to provide for some of their economic wants, and others depend upon them, they are interdependent. People are interdependent because of economic specialization. One of the results of specialization is reduced self-sufficiency and increased interdependence.

Concepts

Producers (workers), specialization, interdependence, goods, services

2. PREPARE

Activity 19: *School Map*

Washable overhead projector pens in various colors

Activity 20: *Specialized Worker Cards*

Activity 21: *School Connections Instructions*

6" x 9" manila envelope

Broad felt tip markers in several colors

Package of facial tissues

1. Make three or four copies of the school map.
2. On the map key, color code the specialized workers' locations with different colored markers, mark your classroom with a large red X, and laminate the maps.
3. **Alternative Procedure.** Draw the map (floor plan) of your own school and substitute for the generic school map.
4. Copy and cut out situation cards, laminate, and place in the manila envelope in the learning center.
5. Make one or two copies of Activity 21 and laminate.
6. Title the learning center "School Connections".

If you do not have wash-off pens, you can use other felt markers (permanent or non-permanent). After the students have completed the activity, spray the maps with hair spray and wipe off with a facial tissue.

7. Place copies of the school map, instruction card, washable pens, and package of facial tissues in the learning center.

3. TEACH

Introduction

Remind students that most people work in jobs in which they *produce* a few special *goods* and *services*. When people *specialize*, they become *interdependent*. Tell students that they have a new learning center called School Connections that illustrates specialization and interdependence.

Activities

Who are some workers in the school who perform special services on which the students and teachers depend? (Principal, secretary, cook, custodian, counselor, nurse, librarian, music teacher)
Why don't the classroom teachers and students do all these jobs themselves?

1. Point out to students that there are many services necessary to run a school. Ask students to name some of the workers who provide special services as you list them on the chalkboard. Explain that if classroom teachers and students had to do the non-instructional jobs (such as keeping the room clean), there would be less time for learning.
2. Show students the school map and ask them to point out your classroom and the locations of specialized workers in the school.
3. To demonstrate the learning center, have a student select a specialized worker card from the envelope and read it aloud. Have students locate the office of the specialist featured on the card and draw a line from your classroom to that location.
4. Ask students to choose another card and draw a line from your classroom to the office of the worker featured on the second card, continuing this procedure with additional cards as they illustrate connections (interdependence) with school workers. Point out that specialists (such as the music teacher) allow you (the classroom teacher) to focus on the other teaching duties.
5. If your students are early readers, read the specialized worker cards with them, as a group, before you place the cards in the learning center.
6. Review the School Connections Instructions Card with students and place it in the learning center.
7. **Optional.** Provide blank paper or cards on which students may create their own situations for specialized school workers.

4. CONNECT

Family Corner. For your family newsletter: In our economics unit we are learning that our specialized jobs lead to interdependence with others in satisfying our economic wants. We are playing a learning center game where we use a school map to study how we are interdependent with the workers in our school. Talk with your child about how the members of your family are interdependent with each other in your daily tasks.

Children's Literature:

- Scarry, Richard. *In My Town.* New York: Western Publishing Company, Inc., 1976. Goods, services, and transportation systems found in towns and cities are discussed in this book. How specialization of workers leads to interdependence is developed.

LESSON 20

Bulletin Board: Showcasing Specialists

1. FOCUS

Student Objective

- Observe ways in which people specialize by viewing a bulletin board displaying specialized workers.

Background

Most people work in jobs where they produce a few specialized goods or services. People normally specialize in producing those goods or services they are best suited or trained to produce.

Concepts

Specialization, producer (worker)

2. PREPARE

String of flashing Christmas tree light bulbs, long enough to outline the marquee (optional)

Extension cord

Glitter or aluminum foil to make sparkly letters for bulletin board title

Drawing paper

Brightly colored bulletin board paper or fabric to cover bulletin board

Corrugated cardboard roll or posterboard the width of your bulletin board and 18"-36" high, in a bright color

Crayons or colored felt markers for each student

1. Cover bulletin board.
2. Make marquee. Cut cardboard or posterboard the width of your bulletin board and shape top similar to illustration at end of lesson.
3. Make letters, "Showcasing Specialists," and attach to marquee.
4. Attach marquee to top of bulletin board, as pictured, and outline with lights.

3. TEACH

Introduction

Remind students that most people work in jobs in which they produce a few specialized goods or services. Ask students what special jobs they do regularly at home or in the classroom.

Wash dishes, put away clean dishes, feed pets, take out trash, make bed, erase chalkboard, pass out papers

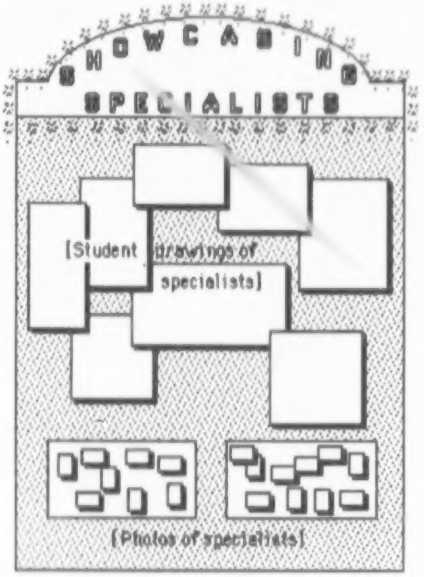
Activities

1. Give students drawing paper and have them draw pictures of themselves doing specialized jobs.
2. Ask students to show their drawings, and attach them to bulletin board. Display drawings for one week.
3. Assign students to observe specialized workers in the school and have each draw and color a picture of one worker.
4. Replace the drawings of the students with the drawings of the school workers.
5. Repeat steps one through three, having students draw specialized workers in the community.
6. **Optional.** If you have camera and film, take photographs in one or more of the phases and add them to the bulletin board. For an entertaining alternative, use head shots and have students draw the bodies.

Police officers, mail carriers, fire fighters, house painters, pizza delivery person, shoe salesperson, waiter, doctor, teacher

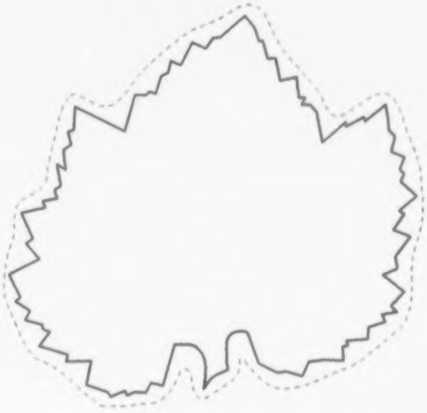
4. CONNECT

Economics. Use this lesson with Lessons 17 and 19. In Lesson 17, as the parent specialists visit the classroom, display photographs or drawings of them on the bulletin board, adding more parents until the visits are completed. When students complete the learning center (Lesson 19), have each of them draw a picture of one of the specialized school workers for the bulletin board.



ACTIVITY 16

Grape Leaf Pattern



NAME

ACTIVITY 17

Family Letter 2

Date________________

Dear Family Members and Friends,

Our class invites you to come to school to talk with us about your job. During this economic education lesson, we are learning about the work of our family members and friends and the goods and services they produce.

If you are able to visit our class, please call the school or send your name and phone number, and we will schedule a time that is convenient for you to visit us. If possible, please bring something from your job to show us that will help us better understand your work.

Thank you for your involvement in our education.

Sincerely,

____

☐ Yes, I can visit your classroom to talk about the work I do. The best time for me to come is ____________________.

Name____________________

Phone Number____________________

ACTIVITY 18

The Baker Wants a Pair of Shoes

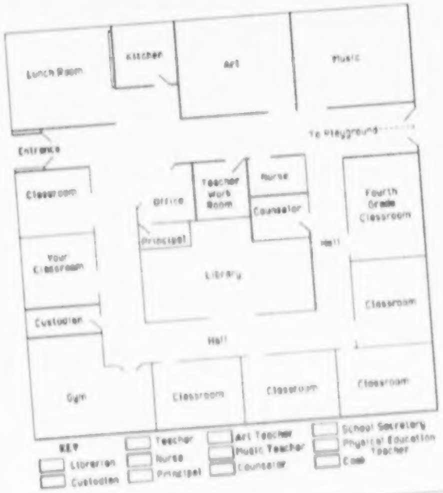
The baker wants a pair of shoes, E-I-E-I-O!
The baker wants the shoe clerk's help, E-I-E-I-O!
With a shoe clerk here, and a shoe clerk there,
Here a clerk, there a clerk,
Everywhere a clerk, clerk,
The baker wants the shoe clerk's help, E-I-E-I-O!

The shoe clerk wants some food to eat, E-I-E-I-O!
The shoe clerk wants the grocer's help, E-I-E-I-O!
With a grocer here, and a grocer there,
Here a grocer, there a grocer,
Everywhere a grocer, grocer,
The shoe clerk wants the grocer's help, E-I-E-I-O!

The grocer has a little dog, E-I-E-I-O!
The grocer wants the vet to help, E-I-E-I-O!
With a vet, vet here, and a vet, vet there,
Here a vet, there a vet,
Every where a vet, vet,
The grocer wants the vet to help, E-I-E-I-O!

ACTIVITY 19

School Map


Lunch Room
Kitchen
Art
Music
To Playground
Entrance
Classroom
Office
Teacher Work Room
Nurse
Counselor
Fourth Grade Classroom
Principal
Hall
Your Classroom
Library
Classroom
Custodian
Hall
Gym
Classroom
Classroom
Classroom
KEY
Librarian
Custodian
Teacher
Nurse
Principal
Art Teacher
Music Teacher
Counselor
School Secretary
Physical Education Teacher
Cook

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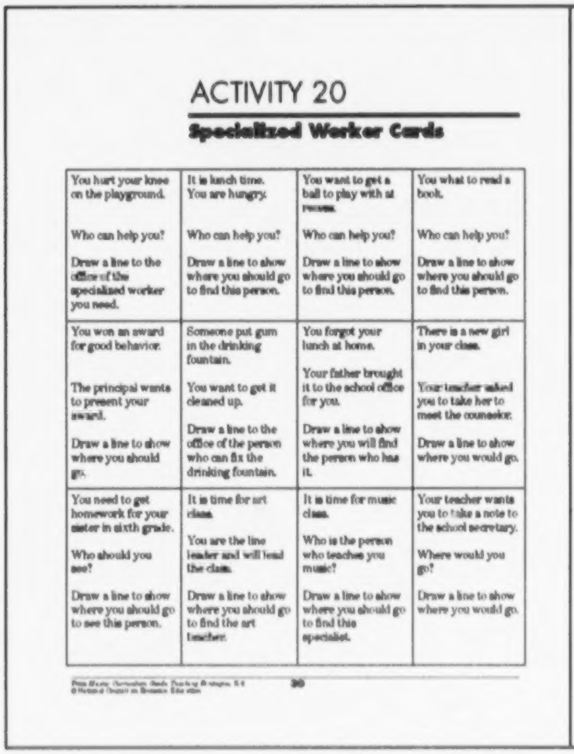
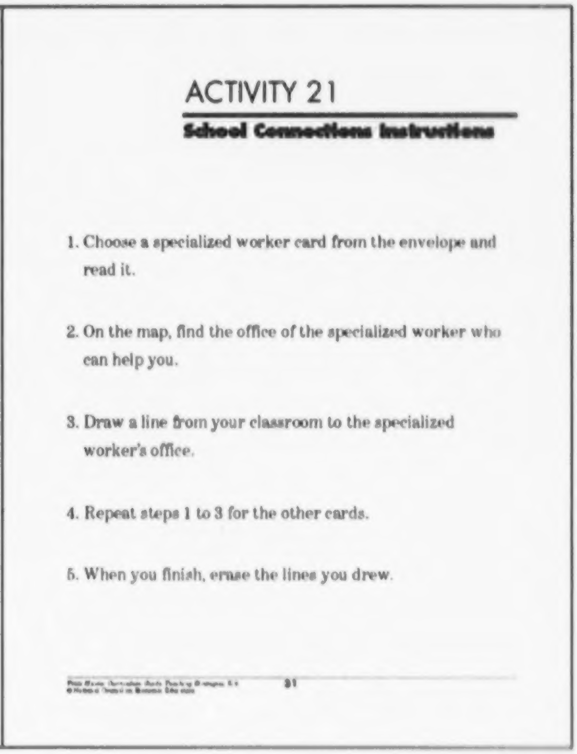


ACTIVITY 20

Specialized Worker Cards

You hurt your knee on the playground. Who can help you? Draw a line to the office of the specialized worker you need.	It is lunch time. You are hungry. Who can help you? Draw a line to show where you should go to find this person.	You want to get a ball to play with at recess. Who can help you? Draw a line to show where you should go to find this person.	You what to read a book. Who can help you? Draw a line to show where you should go to find this person.
You won an award for good behavior. The principal wants to present your award. Draw a line to show where you should go.	Someone put gum in the drinking fountain. You want to get it cleaned up. Draw a line to the office of the person who can fix the drinking fountain.	You forgot your lunch at home. Your father brought it to the school office for you. Draw a line to show where you will find the person who has it.	There is a new girl in your class. Your teacher asked you to take her to meet the counselor. Draw a line to show where you would go.
You need to get homework for your sister in sixth grade. Who should you see? Draw a line to show where you should go to see this person.	It is time for art class. You are the line leader and will lead the class. Draw a line to show where you should go to find the art teacher.	It is time for music class. Who is the person who teaches you music? Draw a line to show where you should go to find this specialist.	Your teacher wants you to take a note to the school secretary. Where would you go? Draw a line to show where you would go.



ACTIVITY 21

School Connections Instructions

1. Choose a specialized worker card from the envelope and read it.

2. On the map, find the office of the specialized worker who can help you.

3. Draw a line from your classroom to the specialized worker's office.

4. Repeat steps 1 to 3 for the other cards.

5. When you finish, erase the lines you drew.

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OVERVIEW: PART 5

Money, Markets, and Exchange

Lessons at a Glance

LESSON 21	**His Barter is Worse Than His Bite!** Students read the story of Dan Dog and his want for a toy bear as they learn that when people trade, they expect to be better off as a result.
LESSON 22	**Birthday Barter** Students exchange make-believe birthday presents as they learn that people can trade by barter or with money and that money makes trade easier.
LESSON 23	**To Market, To Market** Students construct and play a shopping game as they learn that markets are places where things are bought and sold.
LESSON 24	**Puppet Show: Pinky's New Bow Tie** Students produce a puppet show as they review the economic concepts from Lessons 1-23.
LESSON 25	**Bulletin Board: Teddy Bear Picnic** Students prepare for and participate in a picnic with their teddy bears as they learn about markets and prices.

Background

When people specialize and become interdependent in satisfying their economic wants, a need is created for trade or exchange of goods and services. The principle of voluntary exchange is based on the assumption that both sides expect to gain from trade. If they did not, they would not trade. The simplest form of exchange is barter, or the direct trading of goods and services between people. Since barter is usually inconvenient, a medium of exchange (money) developed to facilitate exchange.

People who work to produce goods and services earn income, usually in the form of money, for their efforts., People spend their income to buy goods and services that they want to consume, or they save it for future use. Prices are the amounts of money that people pay in exchange for units of particular goods or services.

A market exists whenever buyers and sellers exchange goods and services. A market does not need to have a single physical location. A market exists as long as there are arrangements that enable people to buy and sell.

Preview

- ***People trade goods and services.***
- ***When two people trade because they want to, they both expect to gain.***
- ***Barter is trading goods and services without using money.***
- ***Money is used to buy things.***
- ***People earn money when they work.***
- ***People spend money when they buy goods and services.***
- ***Prices tell you how much money it costs to buy a good or a service.***
- ***Markets are places where people can buy or sell goods and services.***

LESSON 21

His Barter is Worse than His Bite!

1. FOCUS

Student Objectives

- Understand that when people trade goods and services they expect to be better off than before.
- Understand that the simplest form of exchange is barter.

Background

When people specialize and become interdependent in satisfying their economic wants, a need is created for trade or exchange of goods and services. The principle of voluntary exchange is based on the assumption that both sides expect to gain from trade. If they did not, they would not trade. The simplest form of exchange is barter, or the direct trading of goods and services between people.

Concepts

Goods, services, barter, exchange (trade)

2. PREPARE

White construction paper (one sheet per student)	Felt tip markers in assorted colors Scissors

3. TEACH

Introduction

Ask students how many have *traded* a toy for one someone else had. Tell them that when they trade *goods* or *services*, without using money, it is called *barter*.

What did you trade? Did you trade for a toy you wanted? Were you happy with your trade? If you weren't happy, what did you do? Was the other trader happy? Why or why not?

Activities

1. Read aloud the following story, *His Barter is Worse than His Bite!*

> Dan Dog wanted a toy bear. He wanted the bear that Sally Snake had in her toy shop. It wore a green tie with yellow polka dots. One day, Dan Dog went to the toy shop with his bat.

"Will you let me have the bear wearing the green tie with yellow polka dots?" Dan Dog asked. "I will trade you for this bat."

"I won't trade you a bear for a bat," said Sally Snake. "I do not want a bat."

"What do you want?" asked Dan Dog.

"I want a kite with colored streamers for my toy shop," said Sally Snake. "Bring me a kite, and I will let you have the bear."

Dan Dog went to look for a kite for Sally Snake. On the way, he saw Molly Mouse. She had a red kite with colored streamers. "I want a red kite," said Dan Dog. "I will trade it for this bat."

"I want a ball, not a bat," said Molly Mouse. "Bring me a ball. Then I will let you have my red kite."

Dan Dog went to find a ball for Molly Mouse. On the way, he saw Carlos Cat. He was playing with a ball. "I'm looking for a ball just like yours," said Dan Dog. "I will trade you for this bat."

Carlos Cat said, "Oh, I have been wanting a bat! I will trade you for my ball."

Dan Dog gave Carlos Cat the bat. Carlos Cat let Dan Dog have the ball. Dan Dog brought the ball to Molly Mouse, and Molly Mouse gave Dan Dog her red kite with colored streamers.

Next, Dan Dog went back to Sally Snake's toy store. "Oh! You found my kite with colored streamers," she said. "Here is your bear wearing the green tie with yellow polka dots." Dan Dog was so excited he hugged his new bear and Sally Snake all at once.

"I would like to give my bear a name," said Dan Dog. Can you think of a name for Dan's cuddly bear with the green tie with yellow polka dots?

2. Ask students what Dan Dog traded to get his bear. List the chain of trades on the chalkboard. Review the problems Dan Dog faced in getting his want satisfied. Why did it take Dan Dog so long to get his bear? (Because the other characters in the story would trade with him only when he could offer something they wanted. Sally Snake did not want a bat, so she would not trade with Dan Dog until he had a bat.
3. **Cooperative Learning.** Divide students into groups of four and give each group four sheets of white construction paper or cardstock. Have each group draw, color, and cut out one of each of the story characters: Dan Dog, Sally Snake, Molly Mouse, and Carlos Cat. Let students in each group retell the story while others manipulate the characters. Have groups make up new trades for Dan Dog and his friends and use the characters to tell their stories to the class.
4. **Closure, Critical Thinking.** Why do people trade? (Because they think they will be better off or more satisfied after the trade.) Have students evaluate the good and bad points of barter as a way to trade goods and services.

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4. CONNECT

Language Arts. Have a barter day. Let students bring used things from home to trade with each other. Have a few extra items for students who forget to bring something. Help students write stories about their exchanges.

Family Corner. For your family newsletter: In our economics unit, we have been studying how people exchange with others to get the goods and services they want. We read a story about a dog who tries to trade his bat for a toy bear. Ask your child to tell you the story of Dan Dog. Tell your child about times you have traded goods or services with others by barter.

LESSON 22

Birthday Barter

1. FOCUS

Student Objectives

- Understand that people exchange goods and services voluntarily because they expect to be better off.
- Understand that money is a good that can be used to buy all other goods and services.

Background

When people specialize and become interdependent in satisfying their economic wants, a need is created for trade or exchange of goods and services. The principle of voluntary exchange is based on the assumption that both sides expect to gain from trade. The simplest form of exchange is barter. Since barter is usually inconvenient, a medium of exchange (money) developed to facilitate exchange.

Concepts

Economic wants, money, exchange (trade), barter

2. PREPARE

Unlined 4" x 6" file cards (three or four per student)

Scissors

Paste

Colored ads from newspapers and/or old catalogs

One paper dime per student (from math supplementary materials or circles cut to represent the dimes)

Birthday cake (optional)

3. TEACH

Introduction

Review with students the concept of *economic wants.* Explain that they are going to make "wants cards" by cutting out pictures of things they would like and pasting them on note cards. Distribute blank cards, paste, scissors, ads, and catalogs. Have students make two or three cards each and write a sentence below each picture explaining why they want the item.

Activities

1. **Ask students to pretend that today is everyone's birthday. Have them draw one want card each, and tell them to pretend that the cards are pictures of their birthday presents. Have them show how happy they would be with their presents by raising fingers (five fingers if they are extremely happy, no fingers if they are extremely unhappy,** and one, two, three, or four for degrees in between). Count the total number of fingers for the entire class and record this number on the chalkboard.
2. Reinforce *barter* as *trading* for goods and services without using money. Explain that they will practice barter by trading their "presents."
3. Read students the trading rules:
   a. You do not have to trade. If you like what you have, keep it.
   b. You may trade as many times as you want during trading time.
3. Let students trade for two or three minutes. After the trading, ask students again to indicate their satisfaction by a show of fingers. Count fingers, record on the chalkboard, and compare the two numbers. If the second number is larger than the first, explain that this demonstrates that people trade because they expect to be happier as a result. (If the second number is smaller than the first, have students trade again, reemphasizing that they should keep their cards unless they can trade for something they like better.)
4. Collect the wants cards and start a second round of the game by asking students to draw cards again and to indicate their satisfaction by a show of fingers. Count fingers and write the number on the chalkboard. Tell students to pretend that these cards are now worth one dime each. Give students one paper dime each, and tell them, instead of bartering, to use the dimes to try to buy what they want from each other.
5. Allow two or three minutes to buy and sell, and ask students again to show fingers, adding the count to the chalkboard. Again compare the numbers before and after trading, and ask students what this shows about trade—that people are usually happier as a result of trade.
6. **Closure.** Discuss with students what they discovered about the advantages of using *money* for exchange rather than barter. Explain that barter is often difficult because of the need for each trader to want what the other offers ("coincidence of wants"). Discuss with students the relative benefits of barter versus money. Explain that although they still might not have gotten exactly what they wanted in the second round of the game, money probably made the exchanges easier.
7. **Optional.** Celebrate the make-believe birthdays by having birthday cake.

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4. CONNECT

Math, Language Arts. Divide the class into cooperative learning groups. Give each group a magnifying glass and a dollar bill to examine. Let groups share their findings. Make a list on the chalkboard of all of the different things that students notice on the bills.

Language Arts. Read or tell the students the fairy tale, *Jack and the Beanstalk*. Discuss and evaluate the trades Jack made. Recite the rhyme, *Simple Simon*, to reinforce the concept of money as a means of trade.

Family Corner. For your family newsletter: In our economics unit we are learning about how we use money to buy the goods and services that we want. We played a game in which we bartered make-believe birthday presents to try to get what we wanted. Then we used play money to learn how money makes trading easier. Ask your child to tell you what he or she learned by playing the Birthday Barter game.

Children's Literature:

- Daly, Eileen. *Raggedy Ann & Andy—Five Birthday Parties in a Row.* New York: Golden Press, 1979. When Raggedy Andy is given a wish, he wishes for five birthday parties in a row. He realizes one party a year is more fun.
- Elkin, Benjamin. *Money.* Chicago: Children's Press, Inc., 1983. This book is about bartering and why we use money. The text is difficult for primary children, but the book contains good color photos.
- Moskin, Marietta D. *Rosie's Birthday Present.* New York: Atheneum Publishers, 1981. Rosie makes a series of trades to get her mother a birthday present.
- Silverstein, Shel. *A Light in the Attic.* New York: HarperCollins Publishers, 1981. *Mr. Smeds and Mr. Spats* discusses voluntary exchange.
- Silverstein, Shel. *Where the Sidewalk Ends.* New York: HarperCollins Publishers, 1974. *Smart* tells the story of a boy who has trouble understanding the value of money.
- Williams, Vera B. *Something Special for Me.* New York: Greenwillow Books, 1983. Rosa gets to choose her own birthday present. She weighs the opportunity cost of her choice as she decides upon a gift she can share with her family.

LESSON 23

To Market, To Market

1. FOCUS

Student Objective

- Understand that markets are places where people buy and sell goods and services.

Background

A market exists whenever buyers and sellers exchange goods and services. A market does not need to have a single physical location. A market exists so long as there are some arrangements that enable people to buy and sell.

Concepts

Goods, services, producers, consumers, markets

2. PREPARE

Activity 22: *Market Game Board*

One used, double, flat, solid color bedsheet (or very large posterboard)

Permanent or fabric markers in assorted colors and black

15 sheets of drawing paper, three of each in five pastel colors

Crayons or colored markers

One foam rubber die or a spinner numbered one to six

Box of poker chips or package of play money

Five envelopes

1. Using black permanent marker, sketch an enlarged Activity 22 onto the bedsheet, or as an alternative, draw the game board on a large piece of posterboard.
2. Cut the sheets of drawing paper into fourths and separate, by color, into five stacks.
3. Put five poker chips or play dollars into each of five envelopes.

3. TEACH

Introduction

Write the word *market* on the chalkboard. Have several voluteers tell what the word means to them. Through the discussion, develop the concept of market as any place where *goods* and *services* are bought and sold. Ask students to name some markets as you list them on the board.

What are some examples of markets? (Grocery store, gas station, convenience store, department store, farmers' market, garage sale, flea market, used car lot, hot dog stand, art or craft fair, hospital, bakery, barber shop, movie theater)

Activities

1. **Cooperative Learning.** Tell students that they will become *producers* who will make a market game. Explain that for their work, they will earn play money which they will spend in the game.
2. **Cooperative Learning.** Divide the class into five groups, and have each group choose a different market. Ask them to list goods or services that might be bought and sold in their market. Instruct them to sketch, on a piece of scratch paper, a picture of this market.
3. Have each group choose an artist to reproduce the market drawing on one of the circles on the game board (sheet), using the colored permanent markers. Ask another student to draw a house on the home circle.

Drawings might be buildings with the goods displayed in the windows or signs with the markets' names. Mercer Mayer's *Little Monster at Work* provides pictures of several types of markets.

4. While the markets are being drawn on the sheet, give each group a stack of drawing paper on which to make game cards. Ask students to draw, color, and label, on each sheet of paper, one good or service which might be exchanged in their market (for example, toys for a toy store, haircut for a barber shop). Have groups make 10 to 12 cards for their markets.
5. When the game board and cards are completed, place the cards face up on the corresponding market, and give each group an envelope of play money as payment for their work.
6. Discuss the role of producers and consumers in markets. Ask students who are the *producers* and *consumers* in each of the markets on the game board. Have students sit near their markets around the game board.

When your parent buys groceries for dinner at the grocery store, is he or she a producer or a consumer? (consumer)
Who is the producer? (farmer, store owner, or anyone involved in production, distribution, or sale of products)

In this game, is the shopkeeper a producer or consumer? (producer) Are shoppers producers or consumers? (consumers)

7. Explain the following rules for the game:
   a. Each group selects one member to be the "shopkeeper" who will keep this job through the entire game. The shopkeeper sits on the edge of the sheet near the group's market.
   b. Each group chooses another member to be the first "shopper" who will move around the game board.
   c. The student who is the shopper holds the money envelope.
   d. Beginning at "home," the first shopper in each group, in turn, throws the die and moves that number of spaces in any direction.
   e. After each group has taken a turn, the next shopper in each group, in turn, throws the die, and takes the place of the last shopper, moving around the game board. Play continues with students taking turns being the shopper.
   f. When a shopper lands on a market with an exact throw of the die, he or she buys **one** item at this market by paying one chip or dollar to the shopkeeper.
   g. Shoppers may move in any direction they choose but only one direction per turn. When a shopper misses a market, the succeeding shopper may

choose to go on to another or try to return to the missed market.

h. The object of the game is for each team to buy one item from each market and return home.

i. The winner is the first team to reach home with a product from each market.

8. **Closure, Evaluation.** Beginning with the winners, ask the teams to show their market basket of goods and services to the rest of the class, telling from which market the goods were purchased.

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4. CONNECT

Global Awareness. Invite international guests to visit your class to discuss shopping in the markets of their home countries.

Language Arts. Teach the nursery rhyme, *To Market, to Market to Buy a Fat Pig* and have students make up additional verses by choosing new products and changing the last line to rhyme with the product.

Community Connection. Invite a local shopkeeper to come to the classroom and describe the way his or her market works.

Music. Teach *The Market Song* to emphasize the roles of consumers and producers in buying and selling in markets.

The Market Song
(Tune: *My Bonnie Lies Over the Ocean*)

Consumers buy goods from producers.
Consumers buy services, too.
Consumers buy things from producers,
Then use them; yes, that's what they do.

Consumers! Consumers!
They pay the producers for what they use.
Consumers! Consumers!
They pay for the things that they use.

Producers make goods from resources.
Producers make services, too.
Producers make things for consumers.
Then sell them; yes, that's what they do.

Producers! Producers!
They make things by using resources.
Producers! Producers!
They make things and sell them to use.

Markets are to buy and sell things.
Markets are where we exchange.
We exchange as we buy and sell things.
Producers, consumers exchange.

Markets! Oh, Markets!
Oh, Markets are where we exchange,
  exchange.
Markets! Oh, Markets!
Producers, consumers exchange.

Family Corner. For your family newsletter: We have been studying markets (places where people buy and sell goods and services). Ask your child to tell you about our game, "To Market, To Market." As you go on daily errands together, talk about the markets you visit.

Children's Literature:

- Goodall, John S. *The Story of a Main Street.* New York: Margaret K. McElderry Books, 1987. This picture history of an English main street presents scenes of busy streets and markets.
- Lobel, Anita, and Arnold Lobel. *On Market Street.* New York: Mulberry Books, 1989. A child wanders through stores on Market Street, purchasing an alphabet of goods.

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LESSON 24

Puppet Show: Pinky's New Bow Tie

1. FOCUS

Student Objective

- Review economic concepts presented in Lessons 1-23.

Background

See lessons one through 23.

Concepts

Economic wants, consumers, goods, services, producers, resources, human resources, natural resources, capital resources, scarcity, choice, opportunity cost, specialization, interdependence, exchange, barter, money, markets

2. PREPARE

Activity 23: *Puppet Patterns*
Lunch sacks, one per student
Crayons
Scissors
Paste

Activity 24: *Pinky's New Bow Tie*
Audio tape recorder
One blank audio tape
An area to use as a puppet stage
Optional: Professionally made puppets

If you want to use ready-made puppets for the show, omit Activity 23, lunch sacks, crayons, scissors, paste, and step one in the activities.

1. Make enough copies of Activity 23 for each student to have a copy of one of the animals.
2. Make several copies of Activity 24.
3. **Optional.** Review songs from pages 4,37,48, 56, 97, 105, and Activity 18 with students.
4. Create a setting for the puppet show, such as a puppet stage, a table turned on its side, or a large cardboard box.
5. **Optional.** Have students make a barn scene for the background.
6. Invite parents, administrators, and/or other classes to your show.

3. TEACH

Introduction

Review economics concepts. Tell students they will produce a puppet show about the economics they have learned.

Activities

Encourage students to personalize the puppets by adding clothes, hats, jewelry, and other decorations.

1. Distribute one puppet pattern and one lunch bag to each student. Show students how to make paper bag puppets, following instructions and illustrations at end of lesson. Ask each student to make the puppet he or she has been given. Add a straw hat to any of the puppets to make Farmer Alvarez.
2. Working with groups of six students at a time, tape record the script for the performance, so puppeteers will not have to speak. Alternate groups so all students have an opportunity to read part of the script. (If your students are nonreaders, record the script one line at a time by having students repeat into the tape recorder each line as you read it to them.
3. **Optional.** Have the entire class record the songs on the tape. Then ask all students to join in on the songs during the production of the show.
4. Select two groups of six students to be the puppeteers. Change puppeteers at intermission.
5. Have the puppeteers introduce the puppets before the program begins.
6. Tell audience that the animal puppets will talk to them and ask them questions during the puppet show, and that they should respond. Be ready to press the pause button on the tape recorder, if necessary, during the performance.
7. **Alternative Procedure.** For younger students, present the first and second halves of the show on two consecutive days. Modify the script to include only the concepts you have taught.
8. **Evaluation.** After the show has been presented, use the following questions to evaluate the students' understanding of economics:
   a. How do we know Pinky is a consumer? (He bought a bow tie.)
   b. Was his bow tie a good or a service? (good)
   c. What did Corky's mother produce? (a good—milk)
   d. What did Pinky's mother produce? (service—fire fighting)
   e. Who depended on another worker to sell him some shoes? (Mr. Goat, the baker)
   f. Hairy said that Pinky was a producer. What good did he produce? (a picture)
   g. What service did Pinky produce? (cleaned his room)
   h. Hairy said that goods and services satisfy our economic wants. What wants did the animals have? (bow tie, hay, TV's, bicycles)
   i. Why didn't Pinky's mother buy him new roller skates? (She had to make a choice, and she chose to spend her money on other things.)

j. What was Pinky's opportunity cost when he bought his bow tie? (the bow tie with big purple polka dots on it)

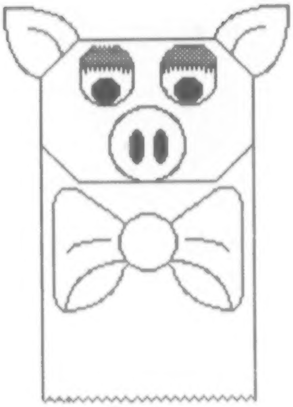
k. What was his opportunity cost when he chose to fight with his brother? (watching cartoons)

l. What kinds of resources were used to make Pinky's bow tie? (human, natural, and capital resources)

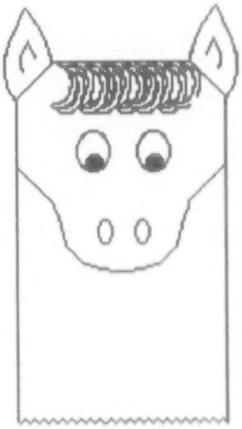
m. What did Shera call the department store where Pinky bought his bow tie? (market)

n. Why did Pinky trade his toy truck? (He was hungry and traded it for corn.) What is this called? (This is called barter.)

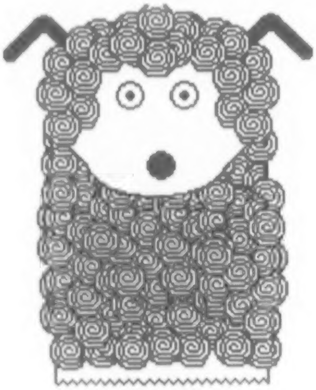
o. What was Pinky's opportunity cost when he decided not to come to school? (learning about economics)



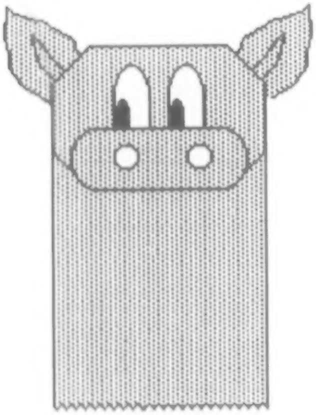
Pinky



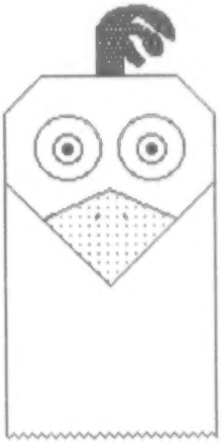
Hairy



Shera



Corky



Rudy

Directions: Fold back the corners of the bottom of each bag to make the faces more rounded. Glue or staple facial features as found on the puppet patterns in Activity 23. Have students add tongues and teeth inside the mouths of the puppets.

LESSON 25

Bulletin Board: Teddy Bear Picnic

1. FOCUS

Student Objectives

- Understand that people earn money when they produce goods and services.
- Understand that people spend money when they buy goods and services.
- Understand the cycle of earning and spending.

Background

When people specialize and become interdependent in satisfying their economic wants, a need is created for trade or exchange of goods and services. People exchange their surplus production for goods and services produced by others.

People who work to produce goods and services earn income, usually in the form of money, for their efforts. People spend their income to buy goods and services that they want to consume, or they save it for future use. Prices are the amounts of money that people pay in exchange for units of particular goods or services.

A market exists whenever buyers and sellers exchange goods and services. A market does not have to have a single physical location. A market can be said to exist as long as there are arrangements that enable people to buy and sell.

Concepts

Markets, money, exchange, earn, spend, save, wants, consumer, resources, producer, specialization, choice, opportunity cost, prices

2. PREPARE

Activity 25: *Family Letter 3*
Activity 26: *Bear Bucks*
Bulletin board paper
Food and utensils selected by students
One lunch sack for each student
Box of plastic wrap
Two large pieces of poster board or tagboard
Equipment for picnic games
Camera with color film (optional)
Bulletin board paper in bright colors
Several sheets of construction paper

1. Make one copy of Activity 25 for each student.
2. Make arrangements for picnic: Set a date and select a site, arrange for several adult assistants, and plan and organize equipment for several games for students and their bears.

3. Make two copies of Activity 26 for each student. Have students cut out Bear Bucks or use paper cutter.
4. Cover the bulletin board and title it, as illustrated at end of this lesson. Cut arrows from a contrasting color of paper, place them on the bulletin board, and label as pictured.

Books such as *Teddy Bears' Picnic Cookbook* include simple recipes for children.

5. With one piece of poster board or tagboard, make a sign, "Bear Mart," leaving space to include a list of products and prices.
6. With the other piece of poster board, make a sign, "Bear Games," including a list of outdoor games and prices. Price the games at one to three bucks each, making the more popular ones higher priced.
7. Several days before the picnic, ask students to talk about simple food and drink items they can prepare at school for the picnic. List these on the chalkboard. Have students choose five goods which they will produce. Discuss the resources needed to produce these foods and list them on the chalkboard.
8. Give students each a copy of Activity 26. Have them copy the resource list, sign their names, and take the letter home to their families.

---

3. TEACH

Introduction

Read *The Teddy Bears' Picnic* or *Alphabears* or another book about stuffed animals.

Bring extra teddy bears or stuffed animals for students who do not bring them on the picnic day.

Ask students to talk about their favorite teddy bears or stuffed animals. Tell them that you would like them to help you plan a teddy bear picnic and that they can invite their favorite stuffed animal. Tell students that they will produce the picnic foods that they planned earlier. Explain that as *producers* they will *earn money* ("Bear Bucks") for the work they do and that as *consumers*, they can *spend* the "Bear Bucks" on the food and picnic games. Tell students that the foods and games will have *prices*, the amounts of money that it costs to buy the items.

Activities

1. On the day of the picnic, divide students into five cooperative learning groups. Review the definition of *specialization* and explain that each group will specialize to produce one picnic food. Review the *capital*, *human*, and *natural resources* needed by each group of producers. **Optional.** Take photos of students at work producing their foods.
2. When students have produced and wrapped the picnic food, pay them each 20 Bear Bucks as payment for their work. **Optional.** Have someone photograph you paying several students.
3. Arrange food in the Bear Mart and post food prices on the Bear Mart sign as you review the economic concepts of *market* and *price*. Set prices so that students can buy a balanced lunch and, if they choose to **save**, still have a few bucks left to pay for games at the picnic.
4. Give students each a lunch sack. Explain that they may buy lunch at the Bear Mart and pay with Bear Bucks. Suggest, but do not insist, that they save some of their money to play the picnic games. **Optional.** Photograph students as they buy picnic food. Try to get the Bear Mart sign in a picture.
5. Have an aide or adult volunteer precede you to the picnic site to set up the games and, if possible, some festive music.

6. Enjoy the picnic. Have students pay to play games with their extra Bear Bucks. Allow students to play games only as long as they have bucks to pay. **Optional.** Photograph students and their bears eating the picnic lunch and paying for and playing games.

Have several tasks a student who runs out of money early can do to earn a few extra bucks, or have one less desirable, free game for these students.

7. **Closure.** Using the bulletin board background, explain that students are both producers and consumers. Review the food preparation and picnic as you explain the cycle of *earning* as *producers* (using resources to produce goods and services) and *spending* as *consumers* (buying goods and services to satisfy wants). Pin some of the Bear Bucks along the arrows. Have students draw pictures of themselves producing their picnic foods and consuming the lunches and games, or (optional), when you have developed the photos, have students help you complete the bulletin board by mounting the photos on colored construction paper and placing them as illustrated.
8. **Evaluation.** Have students write about the picnic, including how they earned and spent their Bear Bucks. Have them evaluate how they spent their money. Are they happy or unhappy with the food they chose for the picnic lunch? Are they happy or unhappy with the games they played? Why or why not? Would they make the same or different choices again?

4. CONNECT

Art. Have students draw a class mural depicting the events of the picnic.

Science, Geography. Read books about bears and their habitats. Discuss species of bears, their foods, and habits. Locate, on a simple world map, where different types of bears are found.

Language Arts. Read stories about teddy bears and real bears at story time. Set up a display of bear books in the classroom.

Language Arts. Read the fable *The Grasshopper and the Ant* and discuss the concept of saving.

Health. Connect the food production in this lesson to a study of nutrition by requiring that students produce picnic foods which represent a balanced diet.

Music. Teach students *The Money Goes 'Round.* Have students stand in place and clap while singing the verses. As they sing the chorus, have them walk in a circle. Give some of the children badges which identify them as workers. Have them pass Bear Bucks back and forth at the appropriate times in the song in order to role play the exchange of money.

The Money Goes 'Round
(Tune: *The Mulberry Bush*)

The businesses pay the people who work,
The people who work,
The people who work.
The businesses pay the people who work,
The money goes 'round and 'round.

Chorus:
The money goes 'round and 'round and 'round.
The money goes 'round and 'round and 'round.
The money goes 'round and 'round and 'round.
The money goes 'round and 'round

The people buy the businesses' goods,
The businesses' goods,
The businesses' goods.
The people buy the businesses' goods.
The money goes 'round and 'round.
(Repeat chorus)

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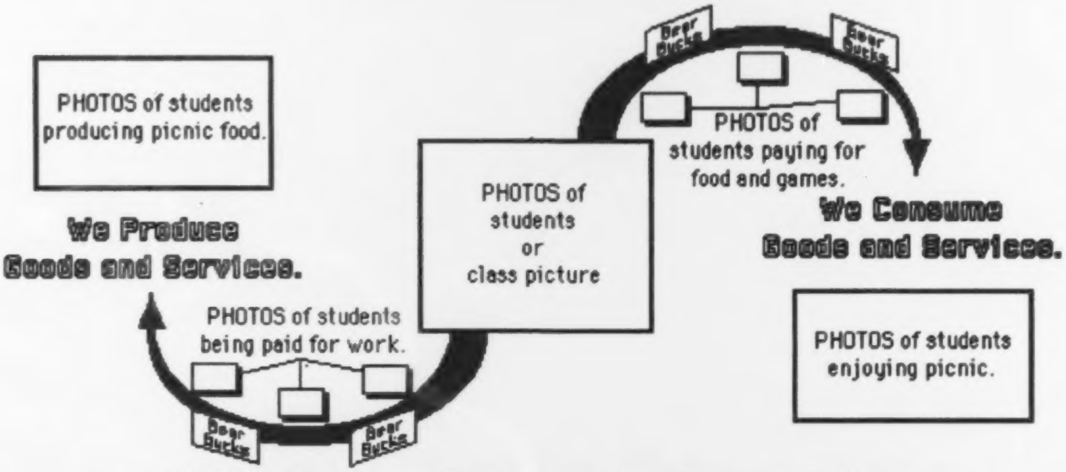
Family Corner. For your family newsletter: In our economics unit we are learning that people earn income by working to produce goods and services and that they use their income to buy things in markets. Discuss how members of your family work to earn income. Have your child accompany you to the grocery store. Discuss the goods and services that the family buys there and who produces these things.

Children's Literature:

- Berenstain, Stan & Jan. *The Berenstain Bears Trouble with Money.* New York: Random House, 1983. The Berenstain cubs learn about earning, spending, and saving.
- Darling, Abigail and Alexandra Day. *Teddy Bears' Picnic Cookbook.* New York: Viking Penguin, 1991. Built around the poem, Teddy Bears' Picnic, this book features the elements of creating picnics for children. Recipes, tips for safety, packing, and cleanup are included.
- Hague, Kathleen. *Alphabears: An ABC Book.* New York: Holt, Rinehart & Winston, 1984. Rhymes about bears are used to teach the alphabet.
- Kennedy, Jimmy. *The Teddy Bears' Picnic.* New York: Green Tiger Press, 1970. A poem about the day of the teddy bears' picnic which illustrates foods, picnic supplies, and games consumed at the teddy bears' picnic.
- Keyes, Josa. *The Teddy Bear Story.* New York: Gallery Books, 1985. This colorful picture book for all ages discusses how teddy bears were invented and named and features some famous bears.
- Mitchell, Joyce Slaton. *My Mommy Makes Money.* Boston: Little, Brown, & Company, 1984. A story which illustrates how different mothers make money in their various jobs.
- Niegler, Sandra. *Something for Sara.* Elgin, IL: Child's World, 1977. Sara learns about saving, spending, and sharing money as she and her mother visit a laundromat and a store. The text and language are multicultural.

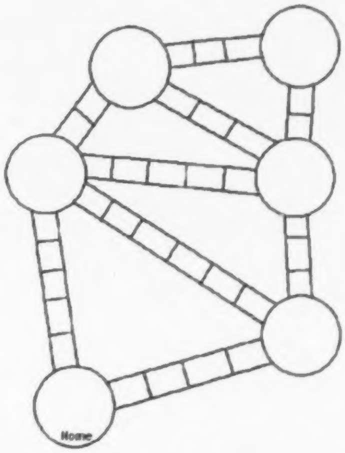
OUR TEDDY BEAR PICNIC


PHOTOS of students producing picnic food.
We Produce Goods and Services.
PHOTOS of students being paid for work.
Bear Bucks
Bear Bucks
PHOTOS of students or class picture
Bear Bucks
Bear Bucks
PHOTOS of students paying for food and games.
We Consume Goods and Services.
PHOTOS of students enjoying picnic.

We Produce and Consume. We Earn and Spend.

ACTIVITY 22

Market Game Board

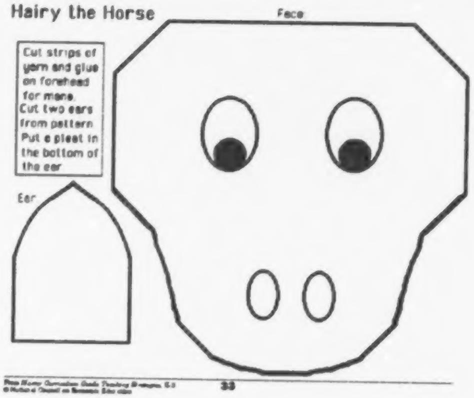


ACTIVITY 23

Puppet Patterns

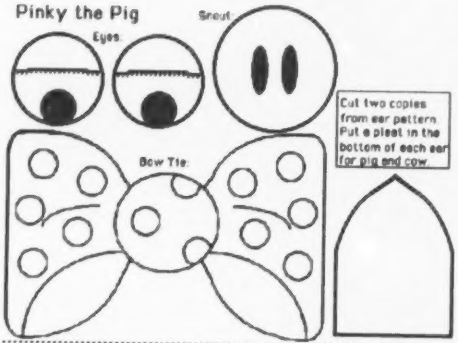
Directions for all puppets: Fold back and glue the corners of the bottom of each bag, in order to make the animal's face more rounded. Color and cut out pieces and attach them to puppet bags as shown in the puppet illustrations in the Teachers Resource Manual. Have students make tongues and teeth and attach to the inside of the animal's mouth. If possible use colored bags—pink for the pig, white for the cow (with black spots drawn in), yellow for the rooster, and brown for the horse. (The sheep bag color is not important because it will be covered by the cotton balls.)

Hairy the Horse



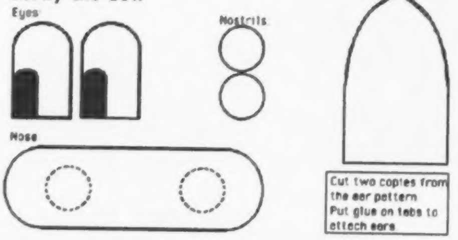
Cut strips of yarn and glue on forehead for mane. Cut two ears from pattern. Put a pleat in the bottom of the ear

Pinky the Pig



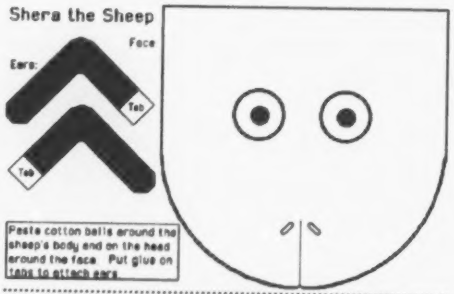
Cut two copies from ear pattern. Put a pleat in the bottom of each ear for pig and cow.

Corky the Cow



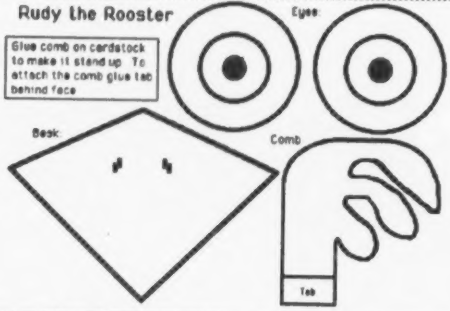
Cut two copies from the ear pattern. Put glue on tabs to attach ears.

Shera the Sheep



Paste cotton balls around the sheep's body and on the head around the face. Put glue on tabs to attach ears.

Rudy the Rooster



Glue comb on cardstock to make it stand up. To attach the comb glue tab behind face.

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✪ 10 PAGE ACTIVITY ✪

ACTIVITY 24

Pinky's New Bow Tie

Farmer Alvarez: Hello, boys and girls. I want to tell you a story. This story is about economics, and my barn full of animals. Have you ever studied economics? *(Pause for student response.)* Aha! Anyway, in this story you will meet my horse, whose name is "Hairy" *(pause as each character enters, bows, and exits)*, my cow whose name is "Corky," my sheep whose name is "Shera," my rooster whose name is "Rudy," and my naughty little pig, whose name is "Pinky." On the day when this story began, Corky, Hairy, and Rudy were sitting around the barn talking to each other. *(Corky, Hairy, and Rudy enter and begin making animal noises.)* Then Pinky came home.

Rudy: Pinky! Where have you been? You haven't been in school all week! And you missed some good lessons! We learned lots of interesting things.

Pinky: I've been going to town instead of going to that dumb old school, and you'll never guess what I did!

All other animals: What?

Pinky: I bought this really super bow tie at the store! Isn't it great?! *(Shera enters and looks surprised.)*

Shera: Hi, Pinky! What's that silly looking thing you have around your neck?

Pinky: That's what I was trying to tell everybody! It's my new bow tie, and it's not silly looking! It's wonderful! I've been wanting one for a long time. *(He turns to the audience.)* Do you girls and boys like my bow tie? *(He pauses for an answer.)*

Hairy: So you bought it at the store today! You are a **consumer.**

NAME

ACTIVITY 25

Family Letter 3

Date:

Dear ____________________,

In our economics unit we are studying about producing, consuming, and markets. On____________________ we will produce food in class for a teddy bear picnic. On ____________________ please help me to remember to take my favorite teddy bear, stuffed animal, or toy to school.

We will need the resources listed below for our picnic. Please circle one or more of the items which you will contribute and send to school with me the day before the picnic. Thank you for your help. You are invited to attend our picnic.

Signed,

____

Please return this form to school by ____________________.

- -

We need:

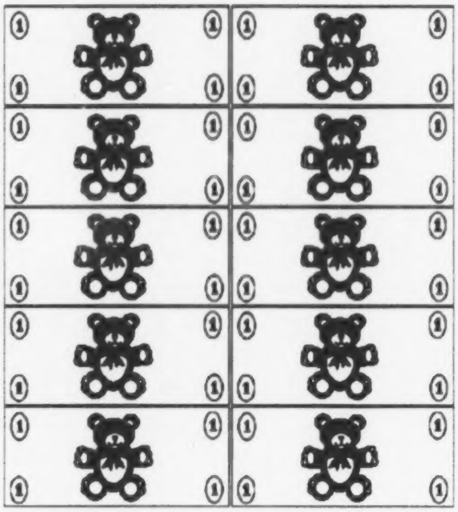
I will attend the picnic.______ I will not attend the picnic.______

Signed,

____

ACTIVITY 26

Bear Bucks



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GLOSSARY

Teaching Strategies, K-2

barter	the direct trading of goods and services between people, without the use of money. (page 89)
capital resources	goods made by people and used to produce other goods and services. (page 25)
choice	what someone must make when faced with two or more alternative uses of a resource (also called economic choice). (page 47)
consumers	people whose wants are satisfied by using goods and services. (page 8)
economic wants	desires that can be satisfied by consuming a good or a service. Some economic wants range from things needed for survival to things that are nice to have. (page 1)
earn	receive payment (income) for productive efforts. (page 106)
exchange	trading goods and services with people for other goods and services or for money (also called trade). When people exchange voluntarily, they expect to be better off as a result. (page 91)
goods	objects that can satisfy people's wants. (page 8)
human resources	the quantity and quality of human effort directed toward producing goods and services (also called labor). (page 25)
interdependence	dependence on others for goods and services (page 71); occurs as a result of specialization.
market	a setting where buyers and sellers establish prices for identical or very similar products, and exchange goods and/or services. (page 97)
money	a medium of exchange, a good that can be used to buy all other goods and services. (page 93)
natural resources	"gifts of nature" that are present without human intervention (also collectively referred to as "land"). (page 25)
opportunity cost	the next best alternative that must be given up when a choice is made. (page 53)
prices	the amounts that people pay for units of particular goods or services. (page 104)

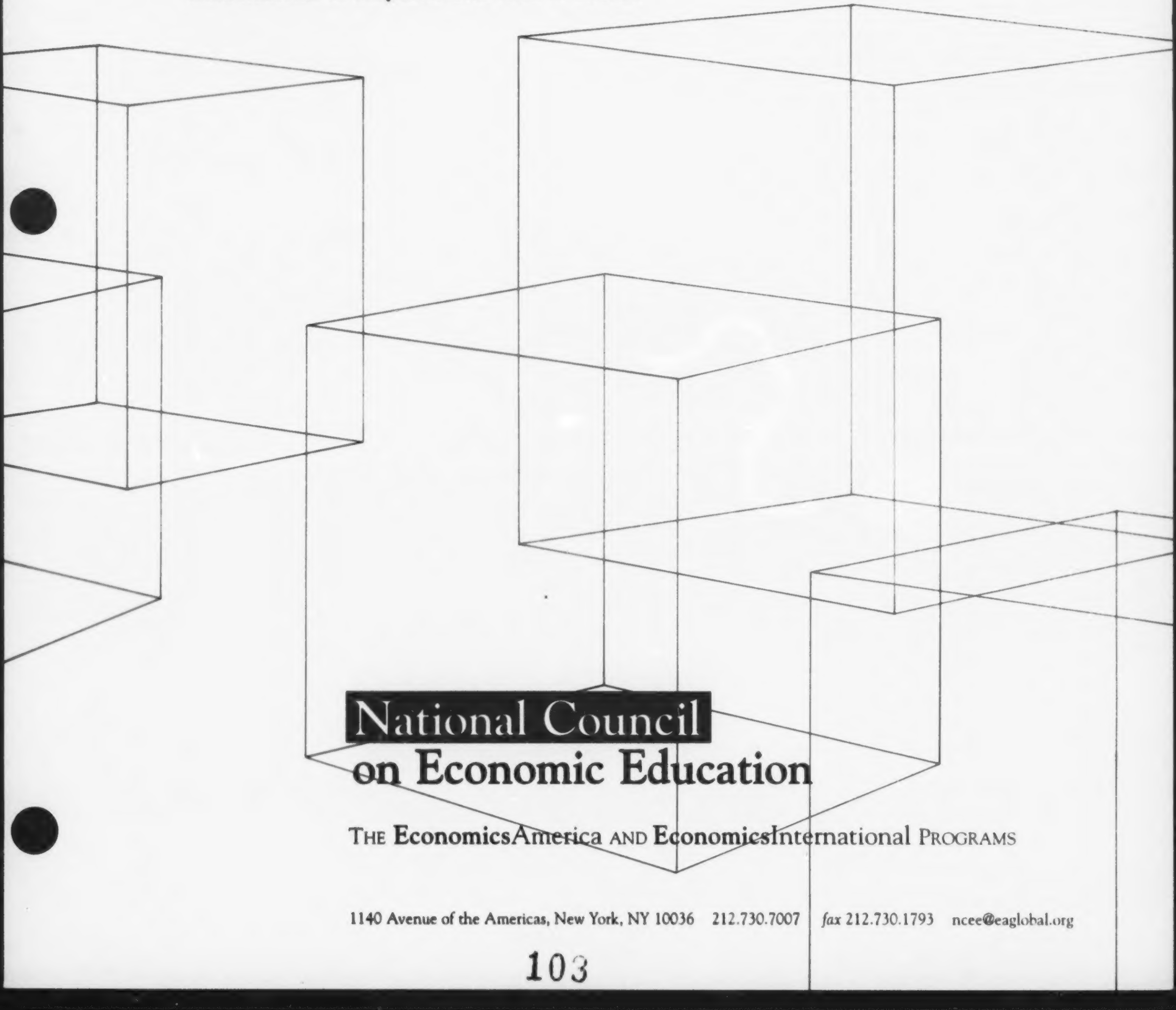
producers	people who use resources to make goods and services (also called workers). (page 25)
resources	all natural , human , and human-made aids to production of goods and services (also called productive resources). (page 25)
save	set aside earnings (income) for a future use. (page 106)
scarcity	the condition of not being able to have all of the goods and services we want. (page 47)
services	activities that can satisfy people's wants. (page 7)
specialists	people who produce a narrower range of goods and services than they consume (also called specialized workers). (page 73)
specialization	the situation in which people produce a narrower range of goods and services than they consume. (page 73)
spend	use earnings (income) to buy goods and services. (page 105)
trade	see **exchange**.
workers	see **producers**.

STUDENT ACTIVITIES

Master Curriculum Guide in Economics

TEACHING STRATEGIES K-2

Barbara J. Phipps
with Martha C. Hopkins and Rita L. Littrell



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THE EconomicsAmerica AND EconomicsInternational PROGRAMS

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The *Master Curriculum Guide* Student Activities are one part of a two-part package. The first part, the Teacher Resource Manual, contains lesson plans for teachers.

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ACTIVITY 1A

Recipe: Peanut Holiday Punch (Caribbean)

Ingredients:

1 cup peanut butter
6 cups cold, whole milk
½ cup sugar
¼ teaspoon cinnamon
¼ teaspoon nutmeg

Utensils:

blender
measuring cups and spoons
rubber spatula
small paper cups (bathroom size)

Steps:

1. Measure sugar and put into blender.
2. Measure all other ingredients, one at a time, and add to blender.
3. Put lid tightly on blender.
4. Blend on high speed for one minute.
5. Serve in small cups.

   (This recipe makes 24 two-ounce servings.)

From *Master Curriculum Guide: Teaching Strategies*, K-2

ACTIVITY 1B

Recipe: Tacos (Mexico)

Ingredients:

1 four-inch tortilla per person
1 pound ground beef
onion powder, to taste
salt, to taste
chile powder, to taste
1 bottle salsa
1 head lettuce, washed
1 ripe tomato, washed
2 cups grated cheese
toothpicks (optional)

Utensils:

electric skillet
slotted spoon
sharp knife
5 soup bowls
cheese grater
bulb baster
empty jar or can
plate

Steps:

1. **A** Brown ground beef in electric skillet and drain grease into jar or can with bulb baster. Place beef in a soup bowl.
2. Add onion powder, salt, and chile powder to taste. Let cook one or two minutes more. Place mixture in a soup bowl.
3. Grate cheese and place in another soup bowl.
4. Tear washed lettuce into small pieces and place in another soup bowl.
5. Chop tomato into small pieces and place in another soup bowl.
6. Place tortillas on a plate.
7. When you serve, make your own taco by spooning a mixture of the ingredients onto a tortilla and rolling or folding it. Optional: Stick a toothpick through the taco to hold it together.

Teacher Tip: This is an authentic Mexican taco recipe. Tacos are small tortillas stuffed with various mixtures, rolled or folded, and fastened with a toothpick. After they are stuffed, they may be fried or left unfried. You may vary the combination of ingredients for stuffing. Use any meat or meat mixture. Shredded, cooked chicken or pork are common in Mexico. You may also include refried beans.

From *Master Curriculum Guide: Teaching Strategies*, K-2

ACTIVITY 1C

Recipe: Chapatis (Africa)

Ingredients:

1 teaspoon salt
6 cups white flour
1 1/2 cups vegetable oil
1 1/2 cups water
1/4 c. vegetable oil

Utensils:

large mixing bowl
wooden spoon
measuring cups and spoons
paper towels
electric skillet
spatula

Steps:

1. Measure salt and 5 cups flour. Stir together in a large bowl.
2. Add 1 1/2 cups oil and stir well.
3. Add water little by little and stir well each time. Add a little bit of extra water if you need it to make a soft dough.
4. Knead dough in the bowl for five to ten minutes.
5. Form dough into one-inch balls.
6. Use a glass with a flat bottom to flatten each ball into a circle.
7. **A** In electric skillet, heat one tablespoon of the vegetable oil over medium high heat for one minute.
8. **A** Fry chapatis three to five minutes on each side until brown.
   Add more oil when necessary.
9. **A** Drain chapatis on paper towels.
10. Place chapatis between paper towel layers or in a covered container until ready to serve.

From *Master Curriculum Guide: Teaching Strategies*, K-2

ACTIVITY 1D

Recipe: Fruit Kabobs (Tropics)

Ingredients:

a combination of 3 - 5
of the following tropical
fruits:
3 or 4 bananas
4 kiwi fruits
1 or 2 mangoes
1 or 2 papayas
1 or 2 ugli fruits
3 or 4 burros (small red bananas)
1 fresh pineapple or canned pineapple chunks in their own juice
1 or 2 toothpicks per person

Utensils:

sharp knives
paper towels
plate or platter
damp sponge

Steps:

1. Before cutting, examine the fruits, name them, and determine how many have tasted each fruit before.
2. **A** Peel the fruits and dice into $^1/_2$-inch chunks.
3. Stick two to three different pieces of fruit on each toothpick and place on a plate for serving.

Teacher Tip: Students may help dice the fruits with serrated plastic knives.

ACTIVITY 1E

Recipe: Hamentaschen (Israel)

Ingredients:

4 eggs
1 cup vegetable oil
1 ¼ cups sugar
2 teaspoons vanilla
3 teaspoons baking powder
½ teaspoon salt
5 ½ cups white flour
3 jars fruit preserves
or jelly
1 tablespoon margarine

Utensils:

egg beater
large mixing bowl
wooden spoon
large tumbler with
a flat bottom (optional)
cookie sheet
spatula

Steps:

1. Crack eggs into mixing bowl and beat with egg beater.
2. Measure and add oil, sugar, vanilla, baking powder, and salt. Beat all together.
3. Add ½ cup of the flour and stir it in with a wooden spoon. Repeat this step until 5 cups of flour have been added.
4. Sprinkle a little flour on top of dough and knead dough in bowl for five to 10 minutes. Add a little more flour when dough gets sticky.
5. When dough is smooth, roll it into one-inch balls.
6. Flatten balls with bottom of a tumbler dipped in flour or with hand.
7. Place a teaspoon of jam in the middle of each circle.
8. Fold up three sides of circle to form a triangle and pinch edges together firmly so jam cannot run out. (Each cookie looks like a little three-cornered hat.)
9. Grease cookie sheet with margarine and place each hamentasch on the cookie sheet.
10. Bake in a 300 degree Fahrenheit oven for about 30 minutes. Makes about three dozen.

Teacher Tip: If you do not have the facilities to bake these cookies, substitute Rice Pudding (Sweden) for the dessert.

ACTIVITY 1F

Recipe: Rice Pudding (Sweden)

Ingredients:

3 cups cooked rice
1 tablespoon butter
2 cups milk
1/8 teaspoon salt
1/2 cup brown sugar
1 1/2 teaspoons vanilla
2 tablespoons butter
4 eggs
1/2 cup raisins (optional)
1 can fruit pie filling

Utensils:

crockpot
measuring cups
measuring spoons
egg beater
can opener
table fork
teaspoon
serving spoon
large mixing bowl
small disposable bowls or plates

Steps:

1. **A** Precook rice and bring to school.
2. Use one tablespoon margarine to grease the crockpot.
3. Break eggs into the large mixing bowl and beat well with the egg beater.
4. Measure the milk, salt, brown sugar, two tablespoons butter, and vanilla. Beat with the eggs.
5. Add the rice and stir well with the fork.
6. Pour the rice mixture into the crockpot.
7. Turn the crockpot on to the high setting and cook pudding for three hours.
8. Place a heaping spoonful of pudding in each serving dish, put a teaspoon of fruit filling on top, and serve.

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NAME

ACTIVITY 2

My Favorite Food Around the World

My favorite food was ______________________________

from ______________________________.

This food is made from ______________________________

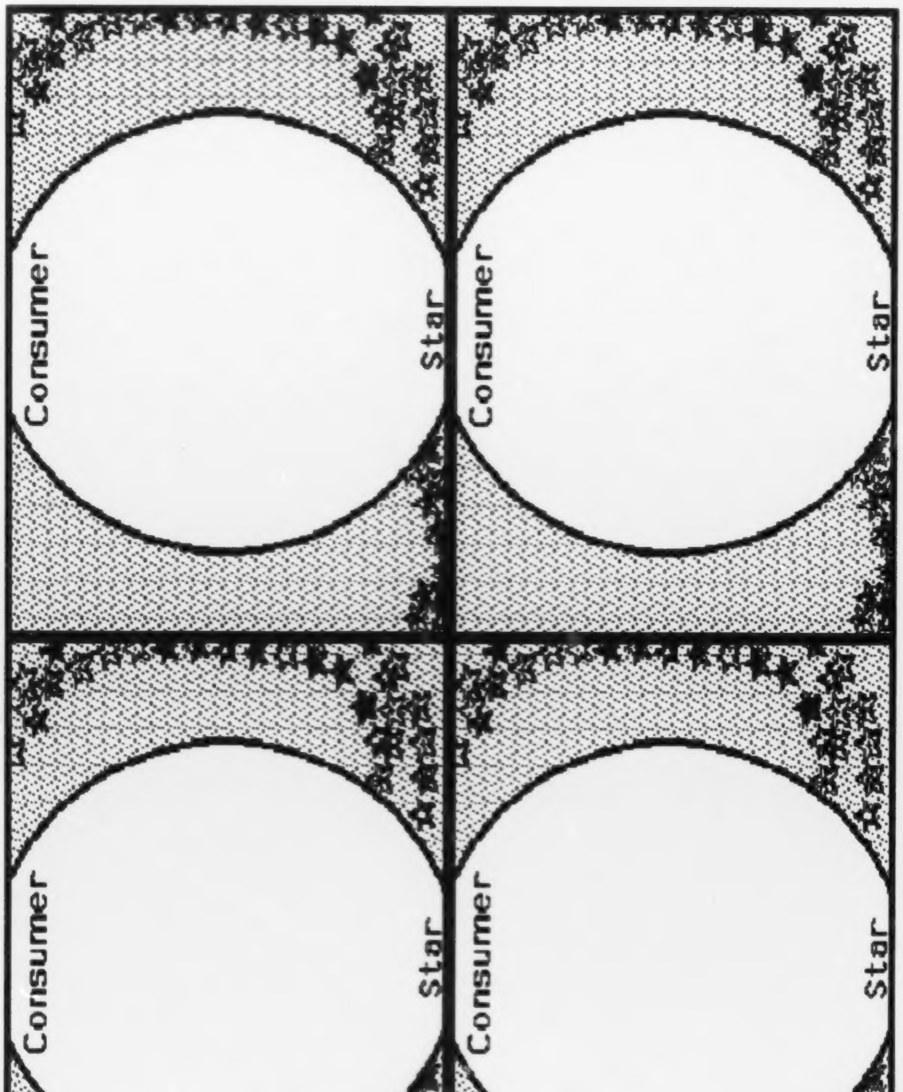
______________________________.

I liked it because ______________________________

______________________________.

ACTIVITY 3

Consumer Stars


Consumer
Star
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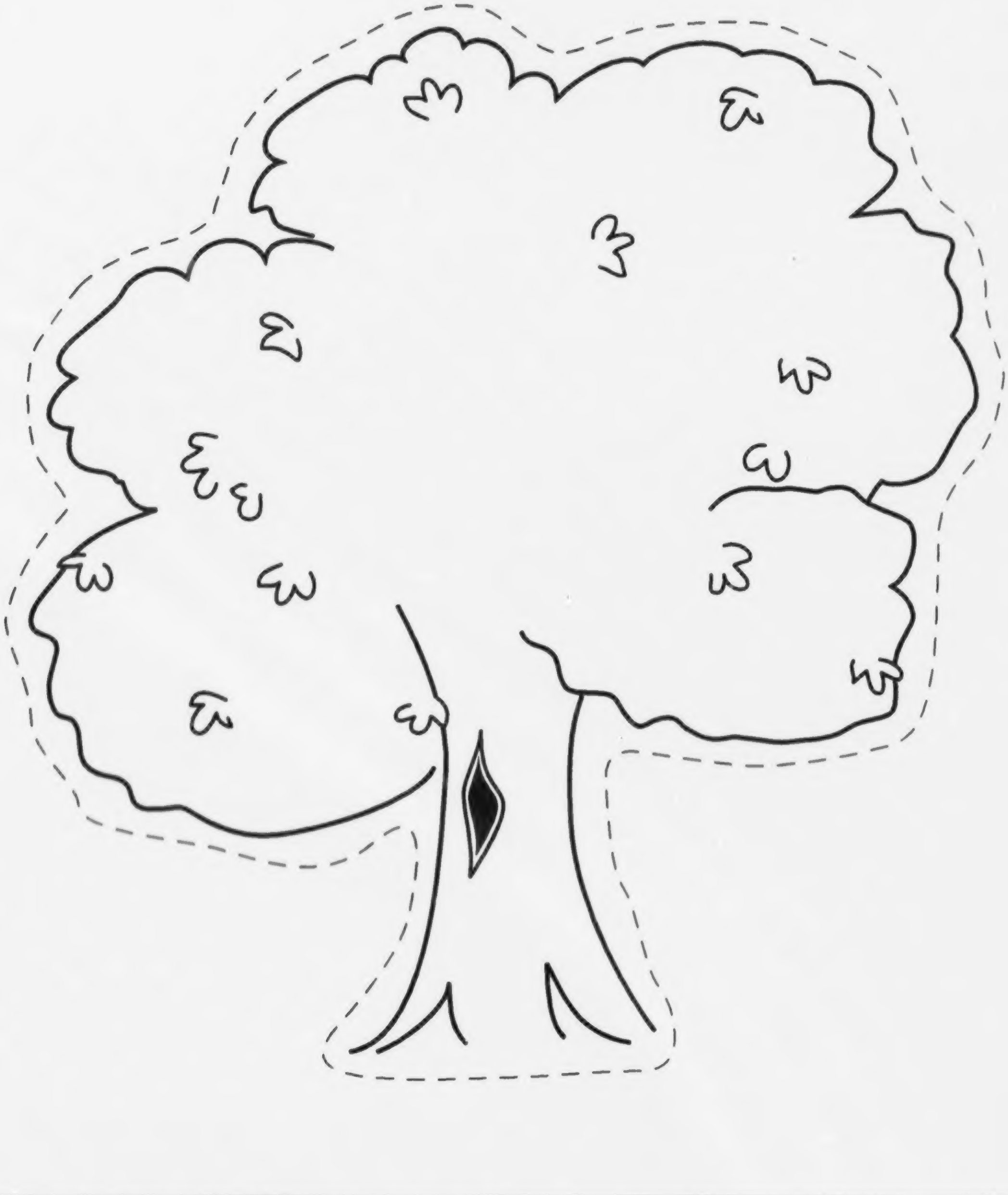
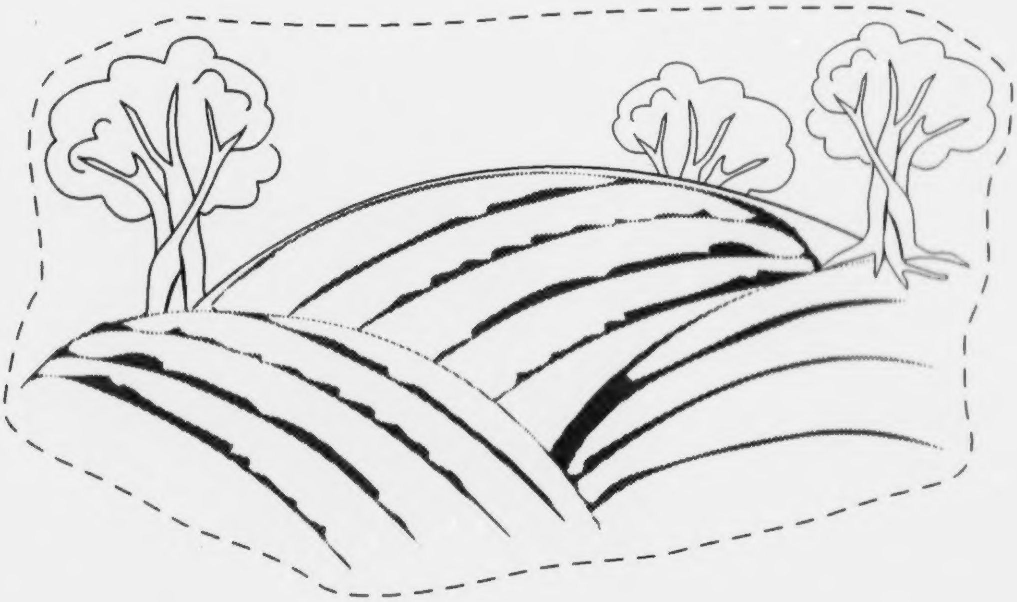
ACTIVITY 4

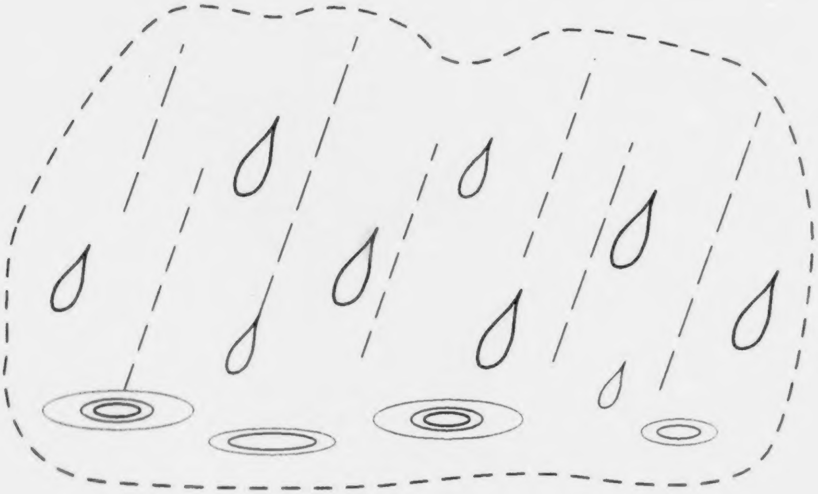
The Tree: A Natural Resource



ACTIVITY 5

Natural Resources





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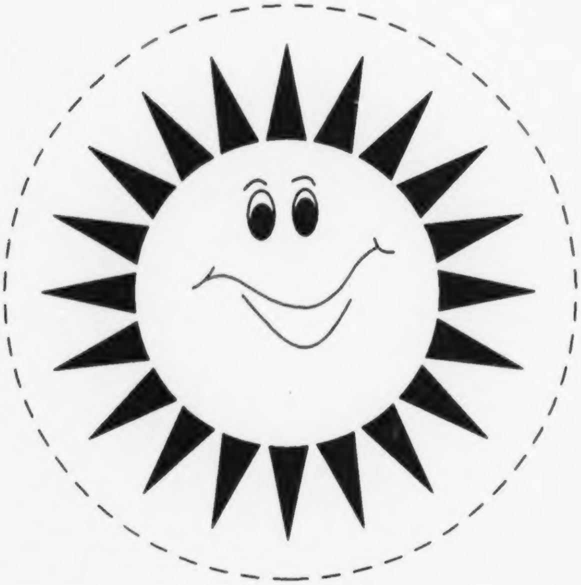
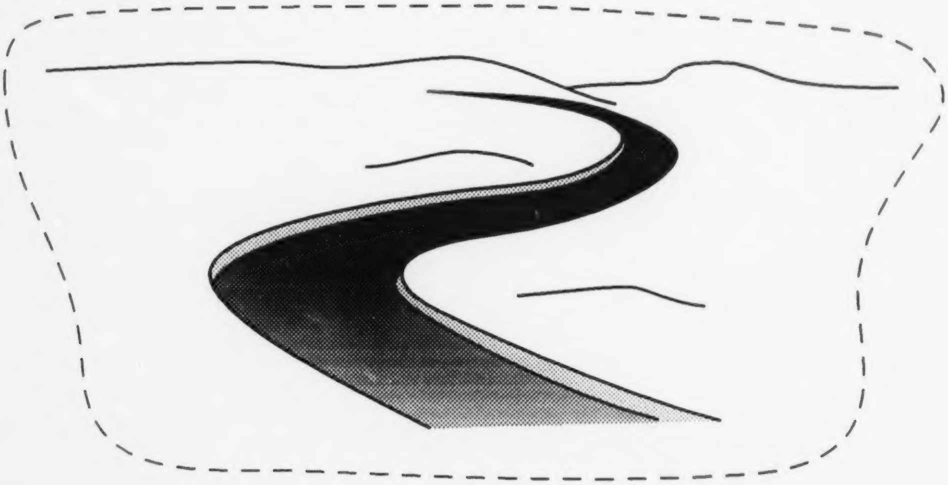
ACTIVITY 5 (continued)

Natural Resources





ACTIVITY 6

Job Application

Date: ______________________________

Name: ______________________________

Skills: ______________________________

Reference (person): ______________________________

Job Choice 1: ______________________________

2: ______________________________

3. ______________________________

From *Master Curriculum Guide: Teaching Strategies*, K-2

ACTIVITY 7

W.O.L.F. and the Producer Pigs

Hello there boys and girls! I'm Wally Oliver Leon Francis. If my name is confusing to you, just call me W.O.L.F. for short; all of my friends do. Or at least they used to! Anyway, I am very pleased to meet you. I always enjoy meeting new victims, ...er, I mean new friends, as young and tender as you.

I am here today to tell you a new story—well, actually, an old story in a new way. How many of you have heard the story about the three little pigs and the big bad wolf? Well, that story isn't exactly right. The pigs **did not** understand my intentions, and the judge **did not** let me explain. In this country, before people are proven guilty they are given a trial and allowed to defend themselves. Well, this never happened to me. I was sent to jail for being a **big bad** wolf. After many years of howling, I finally have the opportunity to tell my story to you. Now, **you** are my judges. Please listen carefully and let me explain why the pigs' version of the story couldn't possibly be true.

Chapter 1

Ms. Polly Pig and Her Little Mud House

One day I was lonely. I wanted to make some new friends, so I took a walk down Corn Cob Lane to see what I might see. Well, a neighbor, Ms. Polly Pig, was building a house down the road from me. She had visited the country of Nigeria in Africa last summer. In Nigeria she saw a house that was cool and comfortable. The walls were made of mud and the roof was of straw. This was a great house! It was round like a cup with walls made of mud and a cone shaped top made of grass. Ms. Polly went to a lot of trouble to bring special mud and straw all the way from Nigeria for her house. She even hired workers that specialized in constructing mud walls and others that specialized in weaving straw roofs. They didn't use many capital resources, such as hammers and saws, except, of course shovels and tubs for mixing the mud. They had worked hard for days building this cool house.

Well, Ms. Polly, dressed in her bright red, wrap-around dress, was just arranging her furniture—which included a grass mat on the floor—when I decided to visit her to offer my help. I couldn't understand why, but she didn't answer when I knocked on the door. I just wanted to meet her and lend a hand with her furniture. Since she wouldn't answer the door, I went around the house and tried to crawl through the window. I was sure she hadn't heard my knock, and I wanted to let her know that her neighbors were friendly. As I stuck one leg through the window, a most unfortunate accident occurred. A huge gust of wind came through and blew the top away, causing the little mud hut to fall apart, leaving me in the middle of the ruins with Ms. Polly. She took one look at me and scrambled off to the police station. I knew they would never, never, never listen to my story. After all, since when did anyone believe a W.O.L.F.?

I decided to hang out at a school for awhile in the hope that the police wouldn't find me. I thought that the best disguise of all was as a teacher. I taught school for almost three months. I enjoyed drawing pictures, reading, singing, and playing at recess with the kids. They were such fun! I was their favorite teacher until the principal noticed my big feet and my ears and my long nose and thought there was something strange about me. Well, that was the end of my teaching career.

Chapter 2

Mr. PoPo Pig and His Little Stilt House

As time passed, I became lonely again. I wanted to have a friend to play with. I again took a hike down Corn Cob Lane only to discover another new house. Now, just to the north of Corn Cob Lane is a lake called Mud Puddle Wallow. Just between you and me, it is a bit muddy, but you know how those pigs are -- the muddier the better. This house was strange but interesting. It was built on stilts and resembled a tree house built in the shallow water of the pond. Someone had built a little bridge to help visitors cross from the land to the house. My thinking was that, if the house was new, the owner needed to make new friends. Now, Mr. PoPo Pig had visited the island of Borneo in the country of Malaysia in the south Pacific on his vacation last year and had seen many houses like this. (Just in case you don't know where this country is, I, myself, had to look it up on a map.). Now because this was no ordinary house, it took a lot of special equipment or capital resources such as saws, hammers, and nails to cut the logs and boards and hold them together. The materials used were trees for posts, lumber for decks, and small shingles woven from vines. Mr. PoPo Pig was a friendly fellow who liked to have parties. On this particular day, he was having a party to celebrate that his new house was finished.

Well, I decided to invite myself to join the party. I ran home and baked a cake and decorated it with some colorful candles on top. I hurried back to Mr. PoPo's house and stood beneath the house and lit the candles so that they would be burning as I approached the party. As luck would have it, that dastardly wind came up again. It took that flame from my candles and ignited the logs supporting the house. Before I knew what happened, there were pigs scattered all around me splashing around in the shallow water of the lake. I tried to help them, but when they saw me they ran off or swam away. They probably thought I was trying to barbecue them.

Once again, I knew nobody would listen to me, so I headed for the shopping mall this time. I figured the police would never think to look for a W.O.L.F. at a mall. Guess what? I was right about that. I just hung out trying on clothes, playing video games, eating at the food court, going to movies, and watching people go by. At night I curled up on a bed in a furniture store and slept until morning.

Chapter 3

Ms. Pamie Pig and Her Little Stone House

I know this is hard to believe, but I got tired of consuming goods all day long and I missed my bed at home. I decided to try one more time to make a friend. Once again I walked down Corn Cob Lane, and someone was building a house. However, this time it was on top of a hill. It was a sturdy house made of stone and bricks. It took a long time to build and used a lot of tools such as trowels, stone cutters, cement mixing machines, nails, hammers, screws, screwdrivers, and saws. The bottom floor was used as a stable where the pigs kept their animals. You would have thought they were afraid that something, like a wolf or leopard, might eat their animals. This house was so high on the hill that there was always a cool breeze blowing, and you needed firewood to heat it. Ms. Pamie Pig got the plan for this house when she traveled to the Himalayan Mountains in India last spring. I peeked through the window and saw Ms. Polly and Mr. PoPo having tea with Ms. Pamie. They were all sitting around a big fire oinking and toasting their little piggy toes. I really wanted to join them and their toasty toes. I knocked on the door. No little piggy answered. I knocked again. Again, no piggy answered. I snooped around the house but the only opening I could find was the chimney. I peeked down the chimney but the fire was blazing. Before I knew what was happening the police drove up and hand-cuffed me for trying to break into the house. Do you think that they listened to me when I tried to explain what I was doing there on the roof? Well, you know how the rest of the story goes....

... Well, maybe you don't. What actually happened was that they sent me to jail where I had nothing to do all day but hard, hard work, and the food was lousy!! And the clothes!! Pretty weird!! All black and white stripes!! One morning I was sleepy and thought I would just skip work that day. However, a guard pulled me out of bed and sent me on my merry way. I caused a lot of problems at that prison by howling every night, so they decided to give me another trial and you are the judges. Do you believe my story?

NAME

ACTIVITY 8

Family Letter 1

Date ___________

Dear Family Member,

In our economics unit, we are studying how goods are produced. We are collecting resources to produce "masterpieces" for a class art gallery. Please help us by contributing scrounge materials—items you would normally throw away that we can recycle into works of art. I have listed some scrounge suggestions below. You may think of others.

Please begin collecting these things now and send them to school with your child by ___________. Later your child will bring home an invitation to our gallery opening. We hope you can attend.

Thanks for your assistance in your child's education!

Sincerely,

Scrounge Suggestions:

- milk cartons
- used gift wrap
- balloons
- feathers
- old toy parts
- beads
- clothespins
- modeling clay
- greeting cards
- yarn
- small scrap lumber
- string
- small boxes
- cardboard
- old jewelry
- packaging materials
- game pieces
- stationery
- foil
- magnets
- rubber bands
- popsicle sticks
- pulleys
- wheels
- nuts and bolts
- marbles
- fabric scraps

NAME

ACTIVITY 9

Resources Worksheet

Directions: Fill in the spaces by drawing pictures of the resources you used to produce your work of art.

Natural Resources +	Human Resources +	Capital Resources =	Product (Art Masterpiece)

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ACTIVITY 10

Adventure Cards

1. Your adventure with Alligator Annie has taken you on a sled ride to the North Pole! It is very cold. You didn't make it as far as you had planned, and now you will have to spend the night out in the snow. You found only a few pieces of wood. Part of your group wants to use the wood to build a fire to keep warm and to cook something to eat. The other part of the group wants to use the wood to build a shelter to keep out the snow that will likely fall during the night.

Ask the class to help you think of possible ideas to solve the problem caused by a scarcity of wood. However, your group must make the final decision for Alligator Annie.

- -

2. You are traveling on a subway train through a big city with Alligator Annie when you notice two people talking about a problem. They explain it to you and ask your team to make the decision for them. They have some land in the city where something can be built. One person tells you that the children who live in this town have no place to play. He wants to build a beautiful park with trees and flowers, and a playground where children can play on swings and slides. The other person wants to use the land to build some houses for homeless people.

Ask the class to help you think of the best way to use the scarce land. However, your group must make a decision for Alligator Annie.

ACTIVITY 10 (continued)

Adventure Cards

3. You have been traveling with Alligator Annie in a sailboat, and you have just arrived on a beautiful, sunny beach. There are lots of families there. The children are running and playing in the waves and picking up seashells. But the grownups look worried. A group of people seem to be talking and arguing about something. One group of people want to put a zoo on the beach for all of the people in the town to enjoy. But the other group says that the zoo will take up too much land, and there won't be enough room left for the families who want to play on the beach.

Help the people decide what to do about this scarce beach land! The students in the class can help you think of ways to solve this problem, so that you and Alligator Annie will know what to do about the scarcity!

4. You and Alligator Annie have been riding in an airplane over the mountains, and you have just landed in a small town near a beautiful lake. Everything is so pretty there! But the people of the town are having a meeting in the town square. They are trying to decide how to use the lake. One group wants to leave the lake as it is for fishing, sailing, and quiet picnics for families. The other group wants to use the lake for water skiing and motor boating. Both groups love to play at the lake. The ones who want to fish believe that the skiers and motor boats will be noisy and scare away the fish. The other group believes that active sports like skiing and motor boating will cause the people to become healthier and more physically fit.

Ask the class to help you think of ways to solve this scarcity problem. There is only one lake, but two ways to use it. Your team can help Alligator Annie find a way to keep the people happy.

From *Master Curriculum Guide: Teaching Strategies*, K-2

ACTIVITY 10 (continued)

Adventure Cards

5. Your are traveling with Alligator Annie and you have just arrived in the rain forest in Brazil, where the thick jungle is full of animals, trees, and flowers. As you are traveling in a canoe up the river in the peaceful jungle, you begin to hear the sounds of machines. In the distance you see bulldozers and saws cutting down the trees! You also see a group of people who look very upset because they love the rain forest and the animals. They want it to stay just the way it is. Another group wants to clear away the jungle, sell the trees and use the land for farming. They believe that with the new farms, the poor people of that country will have enough food to eat.

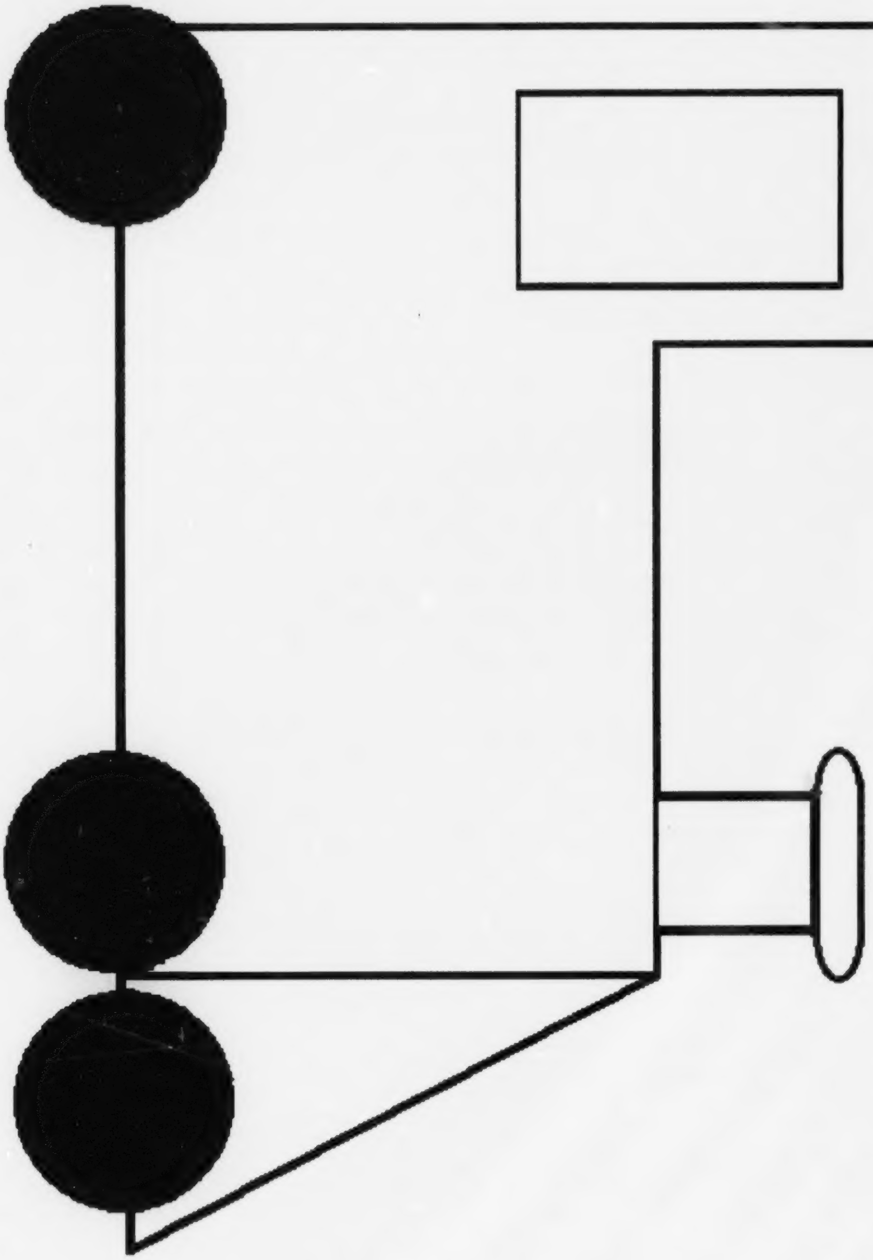
The students in your class can help you think of ideas about what to do about the scarce land. Your group will help Alligator Annie decide what is best. Happy decision making!

6. You are flying in a helicopter over a big city with Alligator Annie when you see someone waving to you down below. You land your helicopter nearby and you find out that this person is the president of the United States, and she needs your help. The country has a lot of extra wheat stored up and must decide what to do with it. Some people want to make it into bread to sell to families in America. Some others want to send it to a country where there are many poor and starving people. The president doesn't know what to do, and she asks you to help make the decision.

You and Alligator Annie have a big decision to make. The class can help you think about what to do with the scarce wheat, but your group must decide on the best way to solve the problem.

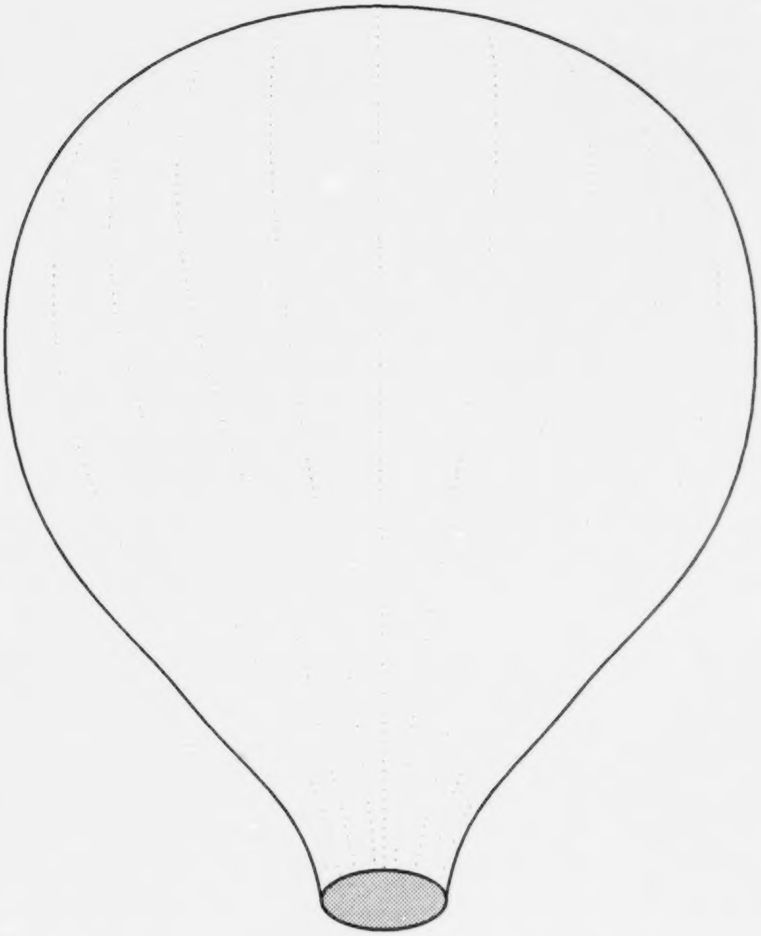
ACTIVITY 11

Train Engine



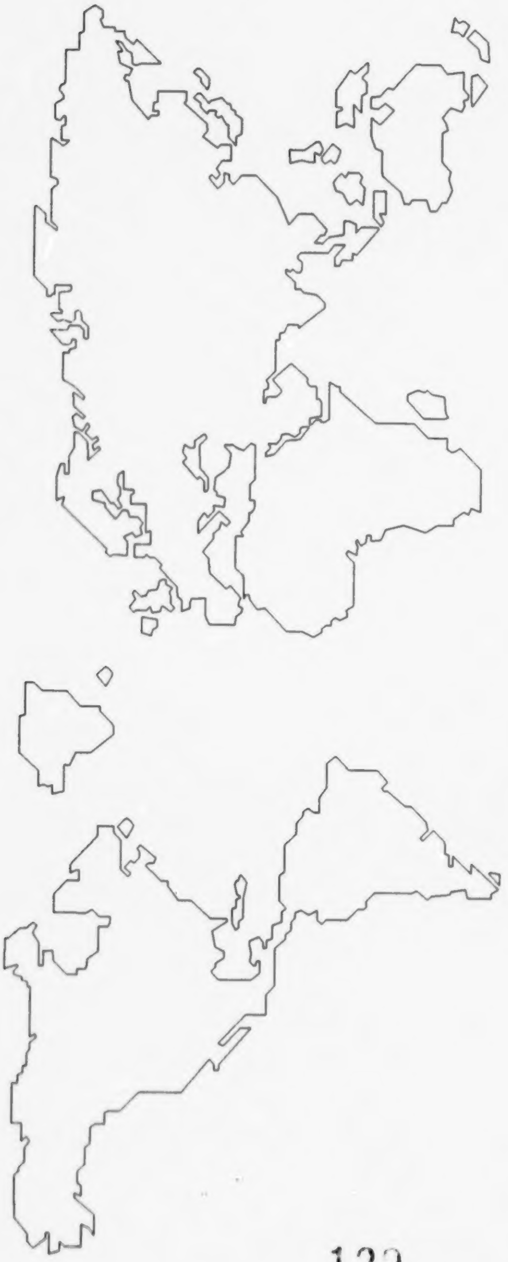
ACTIVITY 12

Balloon Pattern



ACTIVITY 13

World Map



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ACTIVITY 14

Trip Notice

Attention Balloonists!!!

ROUND–THE–WORLD BALLOON TRIP

STARTING IN ______________________________

AT ________________________ SCHOOL

Date ____________________________, 19__

STOPPING AT:

1) __________________, 2) __________________,

3) __________________, 4) __________________,

5) __________________.

ENDING AT: ________________________________ School

——RULES——

1. Follow the route.
2. Only gas and hot-air balloons are permitted.
3. Contact the ground only at designated stops.
4. Enter at your own risk! Be prepared for high altitudes, very hot and very cold weather.

5. ____

HAPPY FLYING!

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ACTIVITY 15

Balloon Trip Supply List

Crew Member: ________________________________

I will take:

1. ________________________________

2. ________________________________

3. ________________________________

4. ________________________________

5. ________________________________

Remember you can only take **5** things. They all must fit into your duffel bag.

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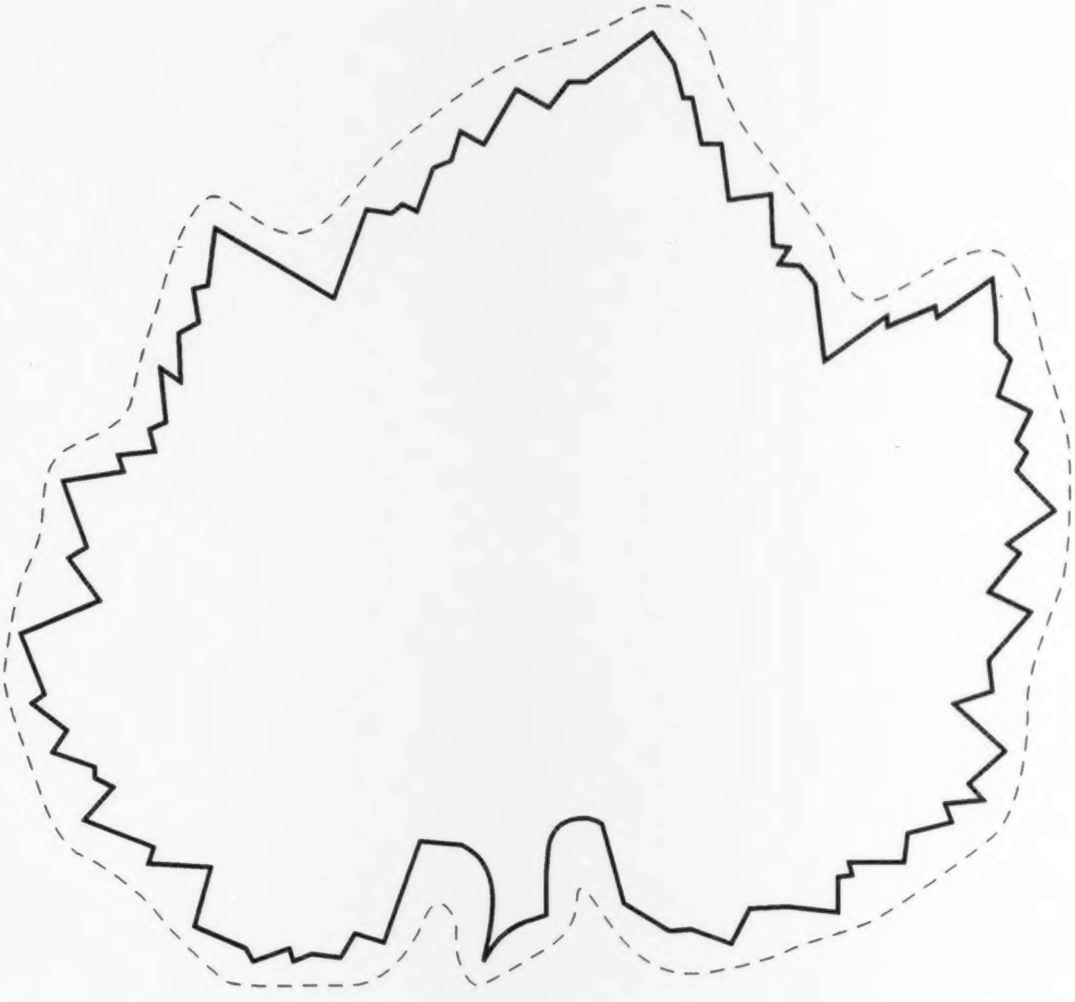
ACTIVITY 16

Grape Leaf Pattern



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NAME

ACTIVITY 17

Family Letter 2

Date____________________

Dear Family Members and Friends,

Our class invites you to come to school to talk with us about your job. During this economic education lesson, we are learning about the work of our family members and friends and the goods and services they produce.

If you are able to visit our class, please call the school or send your name and phone number, and we will schedule a time that is convenient for you to visit us. If possible, please bring something from your job to show us that will help us better understand your work.

Thank you for your involvement in our education.

Sincerely,

____

☐ Yes, I can visit your classroom to talk about the work I do. The best time for me to come is ____.

Name____

Phone Number_______________________________________

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ACTIVITY 18

The Baker Wants a Pair of Shoes

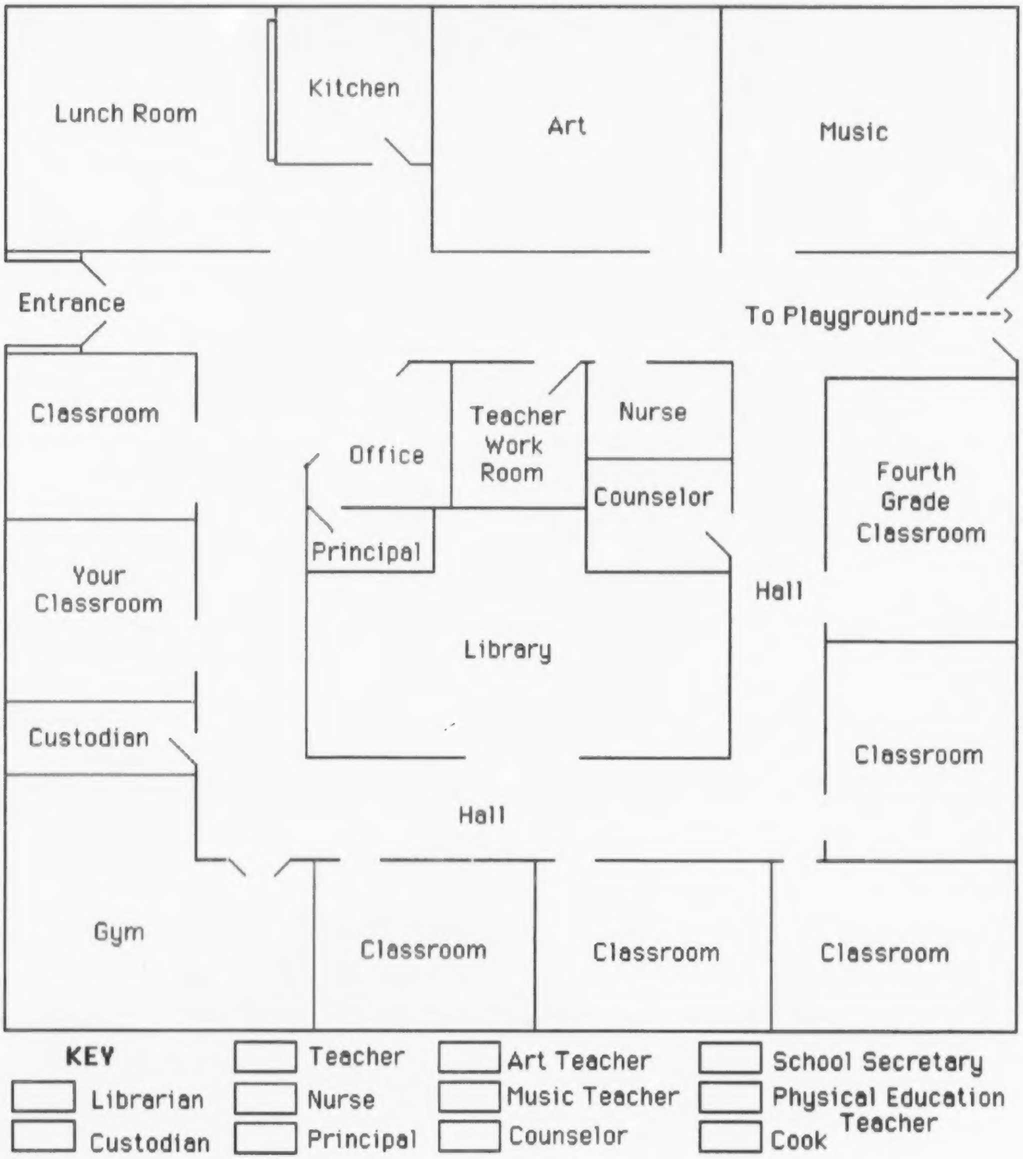
The baker wants a pair of shoes, E-I-E-I-O!
The baker wants the shoe clerk's help, E-I-E-I-O!
With a shoe clerk here, and a shoe clerk there,
  Here a clerk, there a clerk,
  Everywhere a clerk, clerk.
The baker wants the shoe clerk's help, E-I-E-I-O!

The shoe clerk wants some food to eat, E-I-E-I-O!
The shoe clerk wants the grocer's help, E-I-E-I-O!
With a grocer here, and a grocer there,
  Here a grocer, there a grocer,
  Everywhere a grocer, grocer.
The shoe clerk wants the grocer's help, E-I-E-I-O!

The grocer has a little dog, E-I-E-I-O!
The grocer wants the vet to help, E-I-E-I-O!
With a vet, vet here, and a vet, vet there,
  Here a vet, there a vet,
  Every where a vet, vet.
The grocer wants the vet to help, E-I-E-I-O!

ACTIVITY 19

School Map


Lunch Room
Kitchen
Art
Music
Entrance
To Playground------>
Classroom
Office
Teacher Work Room
Nurse
Counselor
Principal
Fourth Grade Classroom
Your Classroom
Hall
Library
Custodian
Classroom
Hall
Gym
Classroom
Classroom
Classroom
KEY
Librarian
Custodian
Teacher
Nurse
Principal
Art Teacher
Music Teacher
Counselor
School Secretary
Physical Education Teacher
Cook

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ACTIVITY 20

Specialized Worker Cards

You hurt your knee on the playground. Who can help you? Draw a line to the office of the specialized worker you need.	It is lunch time. You are hungry. Who can help you? Draw a line to show where you should go to find this person.	You want to get a ball to play with at recess. Who can help you? Draw a line to show where you should go to find this person.	You what to read a book. Who can help you? Draw a line to show where you should go to find this person.
You won an award for good behavior. The principal wants to present your award. Draw a line to show where you should go.	Someone put gum in the drinking fountain. You want to get it cleaned up. Draw a line to the office of the person who can fix the drinking fountain.	You forgot your lunch at home. Your father brought it to the school office for you. Draw a line to show where you will find the person who has it.	There is a new girl in your class. Your teacher asked you to take her to meet the counselor. Draw a line to show where you would go.
You need to get homework for your sister in sixth grade. Who should you see? Draw a line to show where you should go to see this person.	It is time for art class. You are the line leader and will lead the class. Draw a line to show where you should go to find the art teacher.	It is time for music class. Who is the person who teaches you music? Draw a line to show where you should go to find this specialist.	Your teacher wants you to take a note to the school secretary. Where would you go? Draw a line to show where you would go.

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ACTIVITY 21

School Connections Instructions

1. Choose a specialized worker card from the envelope and read it.

2. On the map, find the office of the specialized worker who can help you.

3. Draw a line from your classroom to the specialized worker's office.

4. Repeat steps 1 to 3 for the other cards.

5. When you finish, erase the lines you drew.

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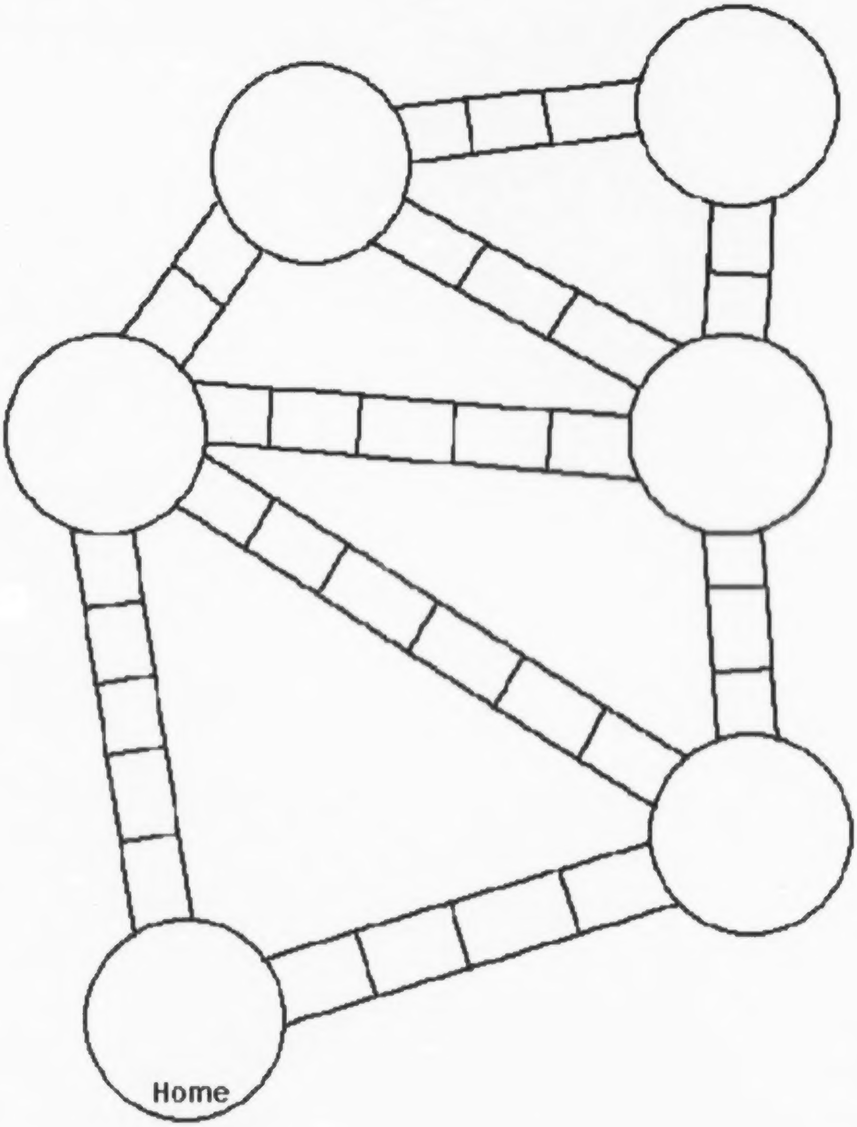
ACTIVITY 22

Market Game Board



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ACTIVITY 23

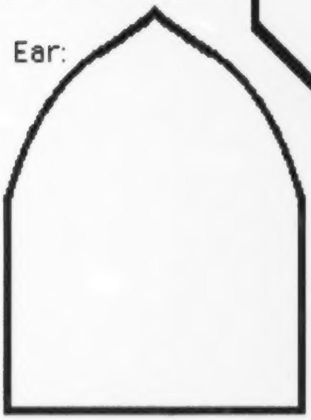
Puppet Patterns

Directions for all puppets: Fold back and glue the corners of the bottom of each bag, in order to make the animal's face more rounded. Color and cut out pieces and attach them to puppet bags as shown in the puppet illustrations in the Teachers Resource Manual. Have students make tongues and teeth and attach to the inside of the animal's mouth. If possible use colored bags—pink for the pig, white for the cow (with black spots drawn in), yellow for the rooster, and brown for the horse. (The sheep bag color is not important because it will be covered by the cotton balls.)

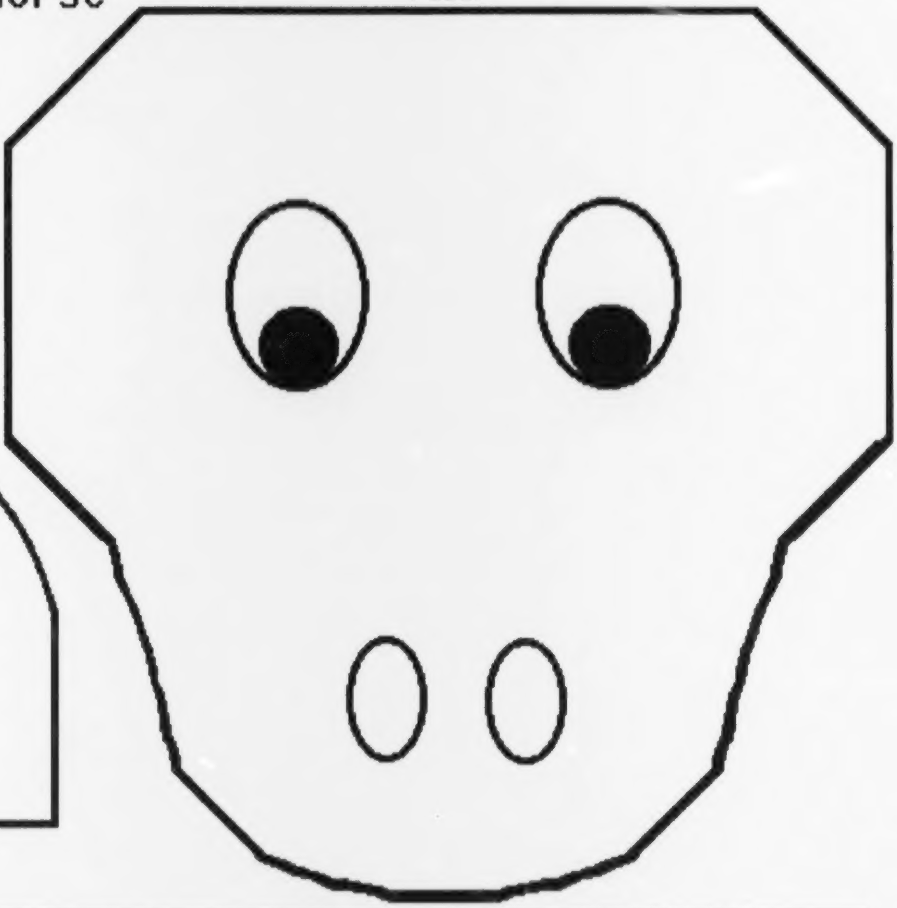
Hairy the Horse

Cut strips of yarn and glue on forehead for mane.
Cut two ears from pattern.
Put a pleat in the bottom of the ear.

Ear:



Face:



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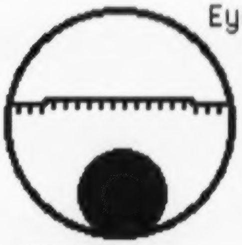
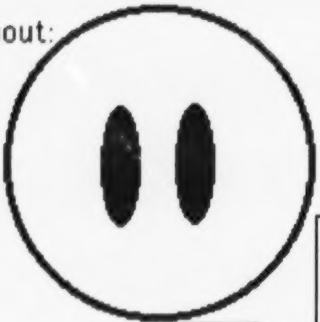
Pinky the Pig

Eyes:

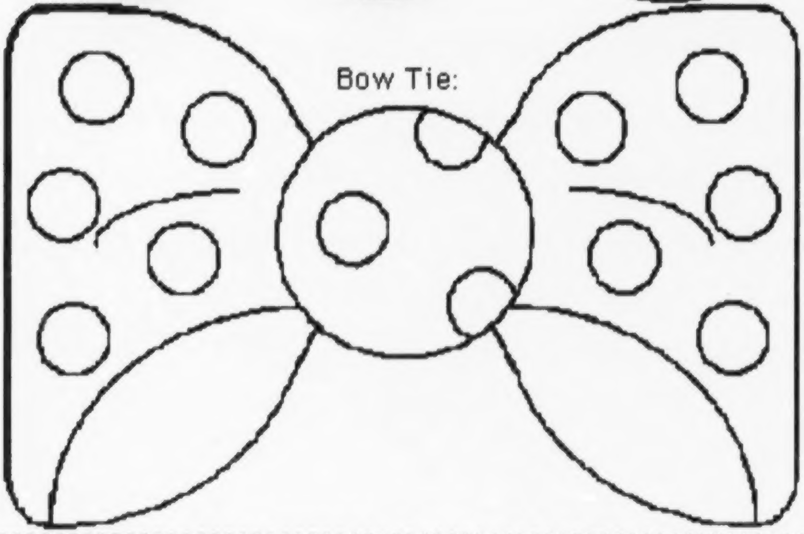


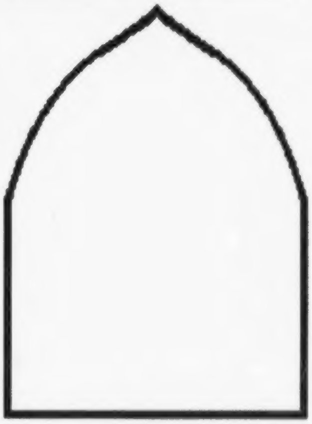
Snout:



Cut two copies from ear pattern. Put a pleat in the bottom of each ear for pig and cow.

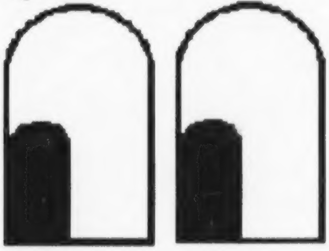
Bow Tie:



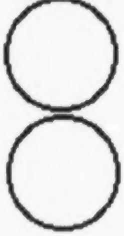


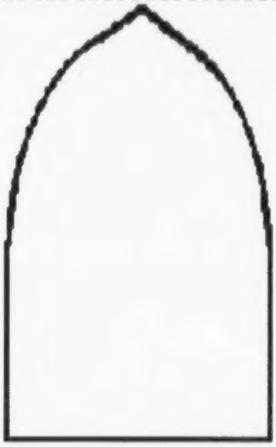
Corky the Cow

Eyes:

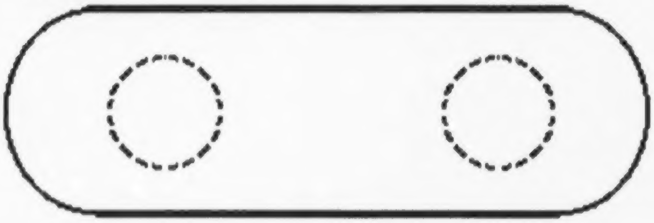


Nostrils:





Nose:



Cut two copies from the ear pattern. Put glue on tabs to attach ears.

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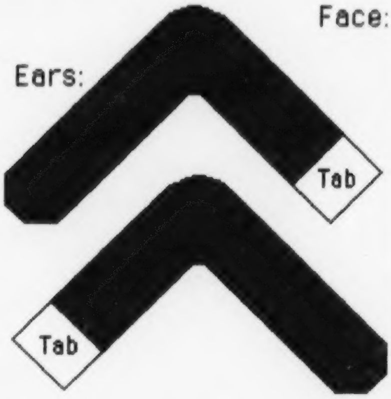
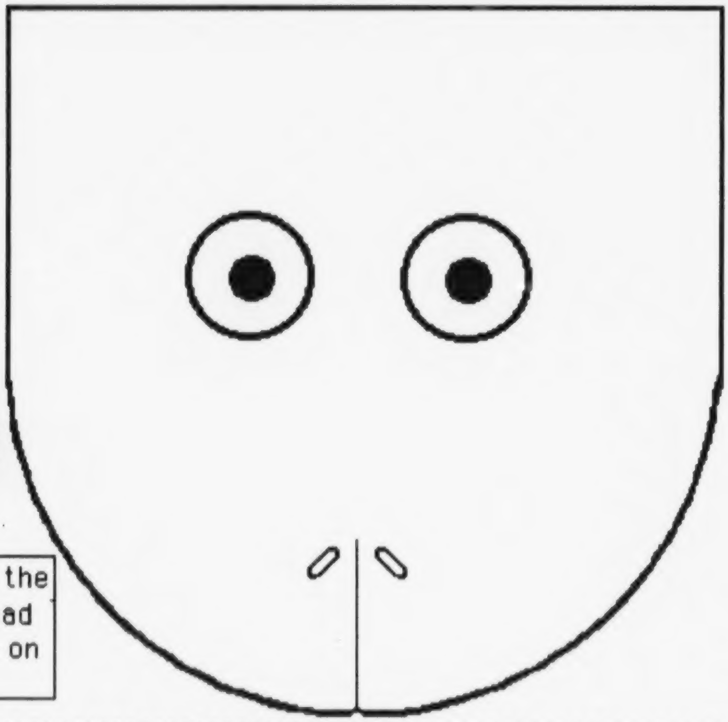
Shera the Sheep

Ears:



Face:

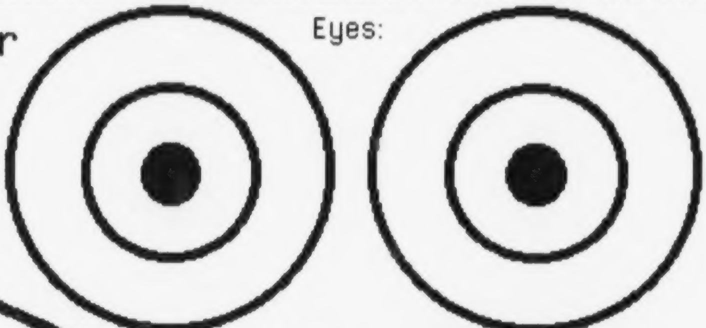


Paste cotton balls around the sheep's body and on the head around the face. Put glue on tabs to attach ears.

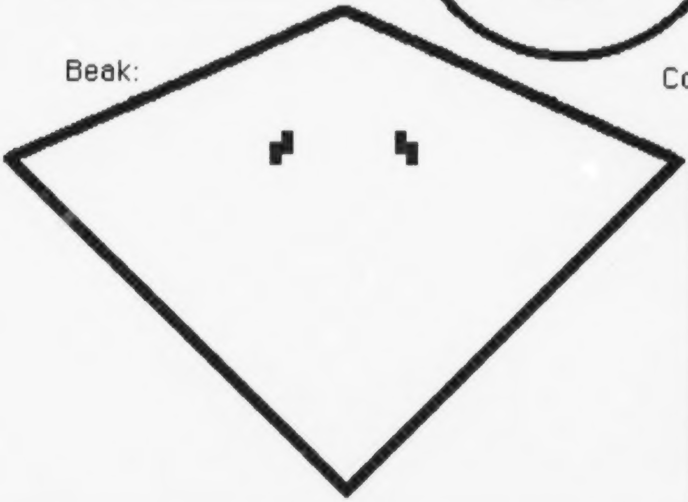
Rudy the Rooster

Glue comb on cardstock to make it stand up. To attach the comb glue tab behind face.

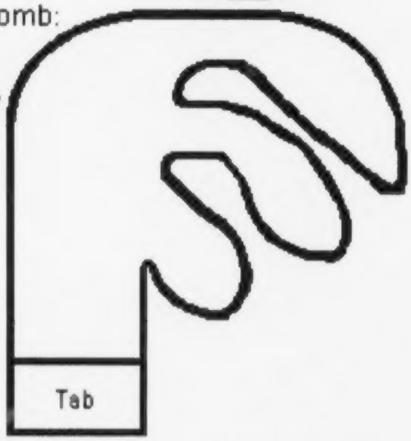
Eyes:



Beak:



Comb:



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ACTIVITY 24

Pinky's New Bow Tie

Farmer Alvarez: Hello, boys and girls. I want to tell you a story. This story is about economics, and my barn full of animals. Have you ever studied economics? *(Pause for student response.)* Aha! Anyway, in this story you will meet my horse, whose name is "Hairy" *(pause as each character enters, bows, and exits)*, my cow whose name is "Corky," my sheep whose name is "Shera," my rooster whose name is "Rudy," and my naughty little pig, whose name is "Pinky." On the day when this story began, Corky, Hairy, and Rudy were sitting around the barn talking to each other. *(Corky, Hairy, and Rudy enter and begin making animal noises.)* Then Pinky came home.

Rudy: Pinky! Where have you been? You haven't been in school all week! And you missed some good lessons! We learned lots of interesting things.

Pinky: I've been going to town instead of going to that dumb old school, and you'll never guess what I did!

All other animals: What?

Pinky: I bought this really super bow tie at the store! Isn't it great?! *(Shera enters and looks surprised.)*

Shera: Hi, Pinky! What's that silly looking thing you have around your neck?

Pinky: That's what I was trying to tell everybody! It's my new bow tie, and it's not silly looking! It's wonderful! I've been wanting one for a long time. *(He turns to the audience.)* Do you girls and boys like my bow tie? *(He pauses for an answer.)*

Hairy: So you bought it at the store today! You are a **consumer.**

Pinky: Me, a consumer?!! What are you talking about, Hairy? I'm a pig!

Rudy: No, Pinky! A consumer isn't an animal. A consumer is someone who uses goods or services. You wanted a bow tie, and when you bought it and put it on, you became a consumer.

Pinky: I did?

Corky: You would have known that if you had come to school this week. That was what we learned. Economics! All of the boys and girls out there have been studying economics, too. *(She turns to the audience.)* Right, girls and boys? *(She pauses for an answer.)*

Shera: In economics we learned that we are consumers.

(Optional: Everyone sings the first two verses of "The Market Song" from page 99.)

Shera: And, Pinky, *you* are a consumer when you wear your bow tie. That's a **good**, you know.

Pinky: Yeah. I told you it looks good, but you said it was silly!

Shera: No, no, no! I didn't mean it *looks* good. I mean it *is* a good.

Pinky: A good? (*He turns to the audience.*) Is my bow tie a good, boys and girls? *(He waits for an answer.)*

Shera: You see, Pinky, a good is something that consumers want that you can hold or touch— like toys and food. . .

Pinky: But sometimes I want something you can't touch—like a bath. (*Other animals laugh.*) Don't laugh! Sometimes my mom gives me a bath. (*Other animals laugh again.*)

Rudy: Well, if you were in school, you would know, that getting a bath is a **service**—something someone does for someone else.

Pinky: You know, I wish I had gone to school this week. I'll bet you had lots of fun learning all that. And all this time I didn't know bow ties were goods. I hadn't even heard of goods before.

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Shera: And we learned that we consume goods and services to satisfy our **economic wants.**

Pinky: Our economic wants?? What's that all about, Shera?

Shera: Well, Pinky, wants are things that you would like to have.

Pinky: Like bow ties?

Rudy: Right, like bow ties! That's a want for *you*!

Hairy and Corky: Not us! We want hay!

Corky: That's *our* kind of want!

Shera: We all have our own wants.

Pinky: How about bicycles. . .

Corky: They are wants, too.

Pinky: And TV sets. . .

Shera: Sure!

(Optional: Everyone sings "The Wanting Song" from page 4.)

Pinky: You know, Hairy, there sure are a lot of things I want!

Shera: You know, I'll bet these boys and girls can help us think of some more wants! I'll tell you what! Why don't all of you girls and boys think about something that you want, and when I count to three and say go, all of you shout out the name of just one thing that you want. Are you ready? Have you thought of something you want? OK, here we go! One . . . , two . . . , three . . . , go! *(She pauses for students to answer.)* Let's try that again. Are you thinking about something you want? OK, here we go again! One . . . , two . . . , three . . . , go! *(She pauses for students to answer again.)*

Pinky: Wow! They sure have a lot of wants!

Hairy: That's right, Pinky. Everyone has lots and lots of wants. They have so many wants that they can't have everything they want. That's called **scarcity.**

(Optional: Everyone sings "Oh, Scarcity" from page 50.)

Shera: Yes, Everyone has so many wants that they can't have everything they want. They have to make **choices.** They think about the things that are the most important to them and choose those things. But they have to give up some of the things that they want.

Hairy: Our parents have to make choices like that. Sometimes they can't give us all of the things we want. They have to choose other more important things.

Pinky: Is that why Mom wouldn't buy me some new roller skates when I asked for them last week? After all, I am the only pig in the neighborhood that doesn't have a pair of skates! And I knew she had some money. I thought she was just being mean!

Hairy: No, Pinky, your mom wasn't being mean. She just had to make a choice. She probably wanted to get some corn for you to eat. That's probably why she couldn't get skates for you right now!

Pinky: Wow! Now I understand!

Rudy: We all have to make choices. We all have to give up things when we make choices.

Pinky: Yes! I had to give up something. There was a beautiful bow tie with big purple polka dots on it at the store. But I could get only one bow tie. So I chose this one.

Corky: The purple bow tie was your **opportunity cost.**

Pinky: My oppor . . . what?

Hairy: Your opportunity cost. That is what you did not choose. It's what you gave up when you chose this bow tie.

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Pinky: Well, then I guess the purple bow tie was my oppor. . . tun-i-ty cost. *(Pinky has trouble pronouncing the words.)*

(Optional: Everyone sings "O Give me a Choice" from page 58.)

Shera: We have an opportunity cost every time we make a choice.

Pinky: Yeah, I had one just the other day. I had a problem with my brother. Brothers can be a real pain, you know! Anyway, I had to decide whether I wanted to watch cartoons on TV or to fight with my brother. I had to make a choice. So, I decided to fight with my brother!

Hairy: Then watching cartoons was your opportunity cost.

Pinky: And it cost me an hour in "time out," too, when Mom got hold of us! I wish I had chosen to watch TV!

Rudy: Sometimes we don't make good choices.

Pinky: I guess not. But I'm happy about the bow tie that I chose.

Hairy: I'm glad you like it! Anyway, let's go out and play.

All the other animals: OK!

INTERMISSION

(Next Day. Animals are standing around the barnyard. Pinky comes in, still wearing his tie.)

Shera: Hey, Pinky! Don't you ever take off that bow tie?

Pinky: I *LOVE* my bow tie! I'll bet it's the best one the store clerk ever made!

Hairy: But, Pinky, the store clerk didn't make it. It was probably made in a factory far away from here.

Pinky: It was?! How?

Corky: It was made from **resources.**

Pinky: Corky! What in the world are you talking about?

Hairy: Too bad you skipped school this week. We learned all about resources.

Rudy: Yes. Resources are things that are used to make goods and services.

Pinky: What kind of things?

Corky: Well, there are different kinds of resources. One kind of resource is called a **capital resource.** Capital resources includes things like trucks, machines, and tools that are used to make other goods.

Pinky: They had to use that kind of stuff just to make my *little* bow tie?

Rudy: They sure did!

Pinky: The tag said my bow tie was made out of wool. Is that a resource?

Shera: You bet it is! It's a **natural resource** that came from sheep like me! And I'm about as natural as you can get!

Rudy: Natural resources are all of the gifts from nature that are used to produce goods and services, like sunshine, water, land, trees, wool, and things like that!

Pinky: Wow!

Hairy: Another kind of resource that was used to make your bow tie was **human resources,** or labor. That's the kind of resource you are when you work.

(Optional: Everyone sings "We've Been Working on Production" from page 39.)

Shera: A **producer** is a human resource who works to produce goods and services.

Pinky: Oh, I see! And someone produced my bow tie!

Rudy: Now you're getting it!

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Hairy: Right!

Corky: You know something, Hairy? My mom produces goods!

Hairy: She does?

Corky: Yes, she works at the dairy. She produces milk. That's a good!

Hairy: It sure is.

Rudy: Almost everyone drinks milk. And they depend on your mom to produce milk for them to drink. She produces a very important good.

Pinky: But *my* mom is a fire fighter. She doesn't produce goods, does she?

Hairy: No. She produces a service. She puts out fires for people.

Pinky: Oh!

Shera: Your mom is very important! People depend on her to keep them safe from fires.

Hairy: Do you guys know anyone else who produces a service?

Corky: How about Doctor Dog?

Hairy: We depend on her, too!

Rudy: Sure! And don't forget my dad! He's a police officer.

Corky: We depend on him, too!

Pinky: Now wait a minute! It seems like we depend on everybody!

Shera: Just about! In school we learned that most workers have jobs in which they produce a few special goods or services. We depend on all of these workers.

Corky: And they depend on each other, too. When they **specialize,** they have to depend on each other for other goods and services they want. That's called **interdependence.**

Rudy: Do you know Gilly Goat the baker? He had been standing on his feet for a long time every day, making good things to eat for us to buy. And finally he wore his shoes out! Then he depended on the shoe clerk to sell him a new pair of shoes!

(Optional: Everyone sings "The Baker Wants a Pair of Shoes," Activity 18.)

Pinky: Are we producers, too, Hairy?

Hairy: Yes! Even us!

Pinky: How?

Corky: Think, Pinky! Do you ever do any work?

Pinky: Well. . . sometimes Mom makes me clean up my pen.

Corky: Then you produce a service!

Pinky: And the art teacher showed me how to draw a picture at school.

Rudy: Yeah! Now you produced a good! See? *(He turns to the audience.)* What do you girls and boys produce at home or at school? *(Pause for student response.)*

Pinky: So, we are all consumers *and* producers!

Hairy: You know, Pinky, you're catching on!!

Pinky: I'm a producer when I work, and I'm a consumer when I use goods and services that others produced . . . like my bow tie! The people who work in the department store sure do produce nice bow ties!

Corky: Department store clerks didn't make your bow tie, Pinky. After your bow tie was made, it was probably loaded onto a train, or a plane, or a ship, or a truck, along with lots of other bow ties, and they were sent to **markets.** And your bow tie was sent to the market where you bought it.

Pinky: But I didn't buy it in a market. I *said* I bought it in a department store.

Shera: A department store *is* a market. Markets are places where things are bought and sold. It's any place where we **exchange** or trade for goods and services.

Pinky: I've traded things before! I traded my new toy truck for some corn the other day. Pigs get very hungry, you know!

Hairy: That's called **barter.** Sometimes we trade things and we don't use **money.**

Corky: But most of the time we use money because it makes trading easier. We earn money when we work and use it to buy the things we want.

(Optional: Everyone sings "The Money Goes Round" from page 107.)

Shera: There are markets everywhere. And consumers can buy things like your bow tie in markets all over the world!

Pinky: All over the world! Wow! You know, Shera, I'm really lucky to have such a super bow tie! And *you* thought it was silly looking! Hmmpf! *(Pinky walks away and exits.)*

Hairy: *(He pauses, and then speaks to the other animals.)* Sometimes I just don't know what to think about that pig!

Rudy: I don't either! He should have come to school like we did. Then he would know about things.

Corky: That naughty little pig gave up learning when he chose not to come to school, so I guess that's *his* opportunity cost! *(He turns to the audience.)* But you boys and girls have been in school and you know these things, don't you? *(Pause for student response.)*

Rudy: You guys are so smart!

Corky: Well, we have to go now.

Shera, Hairy, Corky, and Rudy: Goodbye ! *(Pause for student response.)*

(The animals exit. Farmer Alvarez enters.)

Farmer Alvarez: *(After a short pause)* So, you see, the animals learned many things about economics in school. And even Pinky learned something! He learned it from that bow tie. It taught Pinky that sometimes we must make choices. And when you choose to skip school, you really miss out! But Pinky is turning out to be a pretty smart pig after all. He's almost as smart as you are. You've been studying economics, too. Do *you* know about all of these things? *(Pause for student response.)* If you do, you'll understand many things! Keep studying your economics, girls and boys! Goodbye!

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NAME

ACTIVITY 25

Family Letter 3

Date:

Dear ______________________,

In our economics unit we are studying about producing, consuming, and markets. On______________________________ we will produce food in class for a teddy bear picnic. On ____________________________ please help me to remember to take my favorite teddy bear, stuffed animal, or toy to school.

We will need the resources listed below for our picnic. Please circle one or more of the items which you will contribute and send to school with me the day before the picnic. Thank you for your help. You are invited to attend our picnic.

Signed,

____

Please return this form to school by ________________________.

- -

We need:

I will attend the picnic._____ I will not attend the picnic._____

Signed,

____

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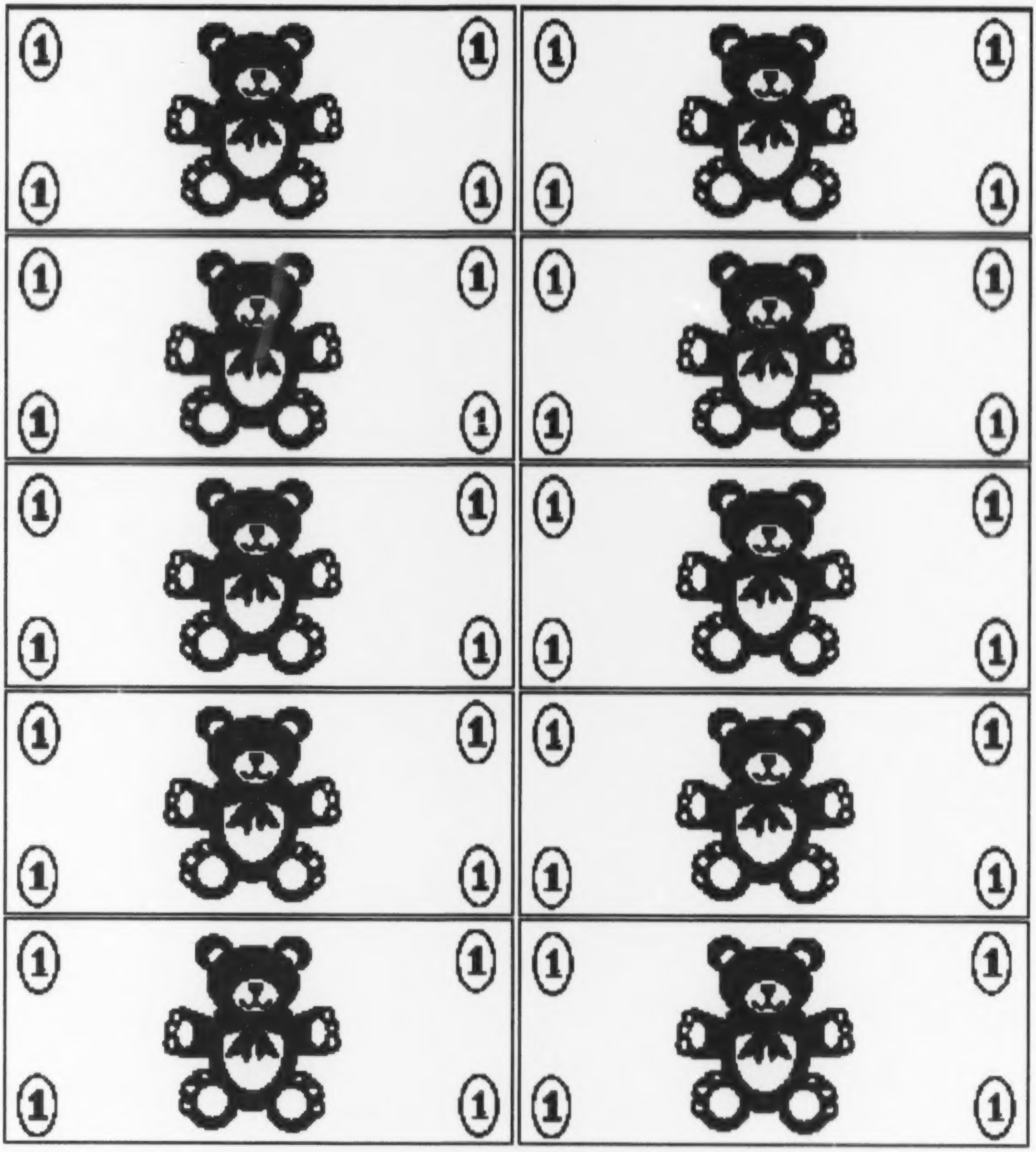
ACTIVITY 26

Bear Bucks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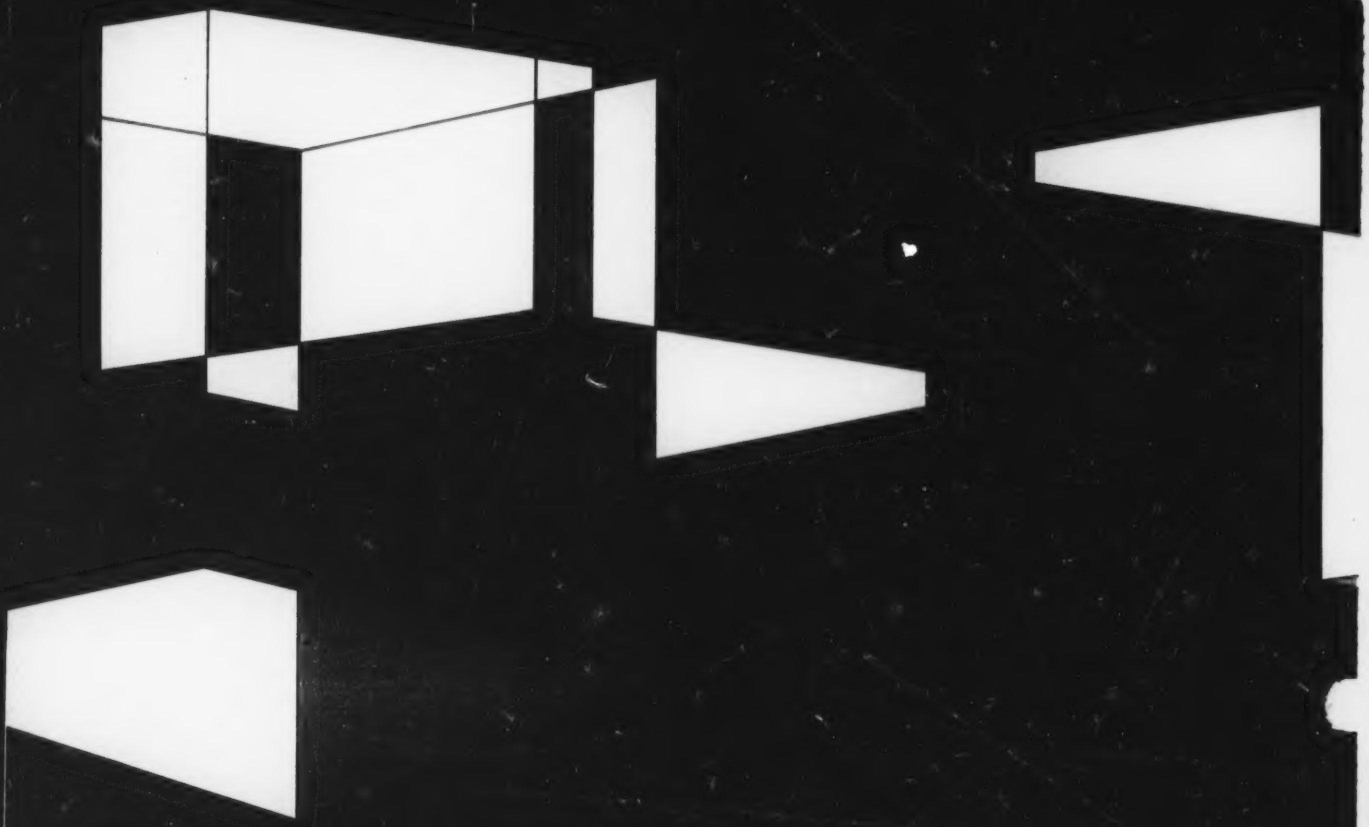

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